

ATTACHMENT 4

Title I Schools

Title I Compliance Requirements

Title I School-Wide Plan

Required SSP Content Checklist

For each item, either confirm that the Required Content is addressed in the reference section of the online application tool, or address it below. Each statement is a required element per Title I for any School-wide Title I school. Attach this completed page to your SSP.

1. A needs assessment (a review of various data regarding the school's performance to determine the biggest "Need" or Issues at the school);
 - a. See SSP Needs Assessment section
2. School-wide reform strategies;
 - a. See SSP Goals to Strategies sections
3. Instruction by highly qualified teachers;
100% of William A. Oberle, Jr. Elementary Schoolteachers are Highly Qualified.
4. Strategies to attract high-quality, highly qualified teachers to high-need schools;
N/A
5. Professional Development;
 - a. See SSP Project Management sections
 - b. **Content Areas-Staff Research Based Instructional and Assessment Strategies and Application in Classroom Instruction**
 - c. **Content Areas-Digging Deeper into the Common Core State Standards and Application in Classroom Instruction**
 - d. **Responsive Classroom & Morning Meetings-School Climate**
 - e. **School Climate-Tiers 2 & 3 RtI Behavioral Triangle**
6. Strategies to increase parental involvement;
 - a. See SSP Goals to Strategies or Project Management sections
7. Plans for transitioning pre-school children to local elementary school programs;
 - a. See District Transition activities (document anything done beyond the District activities below)
 - b. **Maintain and Strengthen Partnership with Bear Head Start and Great New Beginnings (Day Care)**
 - c. **Further Develop Professional Development with Great New Beginnings (Day Care)**
8. Measures to include teachers in the decisions regarding the use of assessments;
 - **Use of School-Wide Data Binders, DSC I-Tracker with Current and Historical Data from Multiple Data Sources**
 - **School/Grade-Level Data Discussions in Grade-Level and Building Level Professional Learning Communities and Instructional Priorities Discussions/Presentations**
 - **Quarterly Data Discussions to Determine Grouping of Students for Targeted Instruction and Interventions**
 - **Student Specific Data Discussions in Grade-Level PLCs and RtI Meetings**
9. Timely and additional assistance for students at risk of not meeting the standards;
 - a. See SSP Goals to Strategies sections
 - b. **Morning Enrichment via STEM Activities**
 - c. **RtI-Student-Specific Academic and Behavioral**
 - d. **End of Cycle Review-PLC Student-Specific Data Discussion and Targeted Instruction Focus**
 - e. **Reading and Math Flex Groups (Daily)-Small Group Instruction-Student & Skill Specific**
 - f. **Reading and Math Intervention (3-5 Times a Week)- Small Group Instruction-Student & Skill-Specific**

10. Coordination and integration of Federal, State and local funds and resources.
- a. See SSP Project Management section, funding source column

Transition Plans: In an elementary school, transition plans for assisting preschool students in the transition from early childhood programs, such as Head Start, Even Start, and Early Reading First, a preschool program under IDEA or at state-run preschool program.

Christina School District Early Childhood Programs run collaboratively to include Parent Early Education Center of New Castle County (PEEC)(formerly Parents As Teachers), Early Childhood Assistance Program (ECAP), and the Wings for Learning Preschool & Childcare (tuition based program plus preschool program under IDEA). Christina School District has full community partnerships with various New Castle County Head Start programs (Bear, Newark, and Wilmington) and local daycares/preschools to assist preschoolers in their transition to kindergarten.

Christina offers the following to all children for transition planning to Kindergarten:

- Brochures, flyers, and other literature regarding registration for KN in various local community centers, daycares, preschools
- Expos & other community events to showcase Christina School District's Kindergarten Program held in both Wilmington and Newark.
- Early registration / screening opportunities beginning in March of every year
- Child Find screening and identification of students who may need support services

Christina's in-district Early Childhood Programs collaboratively offer the following:

- Superior alignment of state preschool standards to district/state KN standards
- Involvement of families and children in district wide events to include but not limited to: Open Houses, PTA membership and involvement, Curriculum nights, activities and events offered by the district
- Individual assessments/evaluations to determine developmental readiness for KN
- Special Education support services (itinerantly or within district)
- Home visits (minimum of three per child per year) – state funded students only
- Assistance with KN registration/enrollment process to any DE school

In addition, specific programs in Christina offer more comprehensive services that assist in transition to Kindergarten. They include but are not limited to:

Early Childhood Assistance Program & Wings for Learning Preschool/Childcare

- Full registration in eSchool Plus district data system
- Opportunity to join Elementary School PTA
- (Pre-PTA) Policy Council (governing body)
- Child Outcomes Assessment Data to measure instructional success and preparedness for KN instruction – state funded students only
- Portfolio developed for each child and included in cumulative folder for KN teacher
- Positive Behavior Supports (PBS) at the preschool level, which is called Partners In Excellence (PIE)
- Opportunity to visit to a kindergarten classroom in district elementary school of choice prior to KN year
- Progress report cards, narratives, summative sheets to include data on child's skills, abilities, and social/emotional readiness for KN

Parent Early Education Center (PEEC)

- Stay & Play Centers (includes families) within district buildings

Title I Schools Under Improvement Required SSP Content Checklist

For each item, either confirm that the Required Content is addressed in the reference section of the Template, or address it below. Each statement is a required element per Title I for Title I schools that are Under Improvement. Attach this completed page to your SIP.

1. Incorporate strategies based on scientifically based research;
 - a. See SSP Goals to Strategies section
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State proficient level of academic achievement on the State academic assessment;
 - a. See District Website for the approved Curriculum and Instruction guidance for each content area
 - b. See SSP Goals to Strategies and Project Management sections
3. Provide an assurance that the school will spend not less than 10% of its Title I, Part A allocation for the purpose of providing to the school's teachers and principal high-quality professional development;
 - a. See SSP Project Management section for PD related activities
 - b. See Title I budget submitted to Supervisor-Grants for total proposed PD spend
4. Specify how funds described in clause (iii) will be used to remove the school from school improvement status;
 - a. See SSP Goals to Strategies sections
5. Establish specific, annual measurable objectives for continuous and substantial progress for each group of students;
 - a. See SSP Goals to Strategies sections
6. Describe how the school will provide written notice about the identification to parents of children enrolled in the school;
 - a. Notification to parents is provided through the Choice letter sent to parents at the beginning of the school year for those Title I schools who are Under Improvement.
 - b. Notification is also provided annually by the Schools per procedure INS-P305
7. Specify the responsibilities of the school, the LEA, and the SEA including the technical assistance to be provided by the LEA;
8. Include strategies to promote effective parental involvement in the school;
 - a. See SSP Goals to Strategies section
9. Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
 - a. See SSP Goals to Strategies and Project Management sections
10. Incorporate a teacher mentoring program.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).

Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. **Schools are not required to follow this sample template or framework. If they establish the school's expectations for parental involvement and include all of the components listed under "Description of How a School Will Implement Required School Parental Involvement Policy Components" they will have incorporated the information that section 1118 requires be in the school parental involvement policy.** Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.

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PART I. GENERAL EXPECTATIONS

The William A. Oberle, Jr. Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (**See Enclosure**)
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will 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 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118, ESEA.] There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

- The William A. Oberle, Jr. Elementary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - **Presentations At Open House, PAC/PTA Meetings and School-Wide-(Spanish Interpreters Provided)**
 - **Members of School Success Planning Committee**
 - **Parent Welcome Back Letter, Oberle Website, Open House Presentations and Registration Packets**
 - **Parent Information at Conferences**
 - **Parental Representation on Building-Level Committees**
 - **Newsletters Communications**
 - **Parent Link Communications**
 - **Actively Recruit Parents for the Parental Involvement Committee**
 - **Monthly PTA and PAC Meetings**
- The William A. Oberle, Jr. Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - **Presentation At PTA/PAC Meetings And School-Wide Events-(Spanish Interpreters Provided)**
 - **Parental Representation on Building-Level Committees**
 - **Newsletters Communications**
 - **Parent Link Communications**
 - **Presentation of Information at Open House and Parent Conferences-(Spanish Interpreters Provided)**
- The William A. Oberle, Jr. Elementary School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - **Newsletters Communications**
 - **Parent Link Communications**
 - **Flier Communication**
 - **Open House- September 22, 2015-(Spanish Interpreters Provided)**
 - **Monthly PTA & PAC Meeting- October 8, 2015-Evening-(Spanish Interpreters Provided)**
 - **Administrator's Breakfast Meeting-February 2016-(Spanish Interpreters Provided)**

- The William A. Oberle, Jr. Elementary School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
October-November 2015 and February-March 2016 via:
 - **Newsletters Communications-Fall 2015**
 - **Parent Link Communications**
 - **Fliers**
 - **Presentations At PTA & PAC Meetings (*Spanish Interpreters Provided*)**
 - **Parent Conferences (*Spanish Interpreters Provided*)**
 - **Oberle Website-DVD**
 - **Open House Presentations-Written/Orally (*Spanish Interpreters Provided*)**
- The William A. Oberle, Jr. Elementary School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - **Monthly PTA & PAC Meetings-(*Spanish Interpreters Provided*)**
 - **Parent Requested Meeting(s) with Administrator and/or Teacher-(*Spanish Interpreters Provided*)**
 - **Parent Conferences-(*Spanish Interpreters Provided*)**
- The William A. Oberle, Jr. Elementary School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - **Results Mailed To Their Homes**
- The William A. Oberle, Jr. Elementary School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - **Letters Mailed to Their Homes**
- The William A. Oberle, Jr. Elementary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
 - The State's Academic Content Standards,
 - The State's Student Academic Achievement Standards,
 - The State and Local Academic Assessments Including Alternate Assessments,
 - The Requirements of Part A,
 - How To Monitor Their Child's Progress, And
 - How To Work With Educators:

(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

 - **Kindergarten Parent Educational Workshops- 2 Times a Year-(*Spanish Interpreters Provided*)**
 - **Reading/Science Parent Evening Educational Workshops-2 Times a Year (*Spanish Interpreters Provided*)**
 - **Math/Social Studies Evening Educational Workshops-2 Times a Year (*Spanish Interpreters Provided*)**
 - **Parent Educational Workshops at Regular PTA & PAC Meetings & Newsletters (*Spanish Interpreters Provided*)**
 - **Description of SMARTER, DIBELS, STAR and other School/District/State Assessments and How They Relate To Their Child**
 - **How to Be Prepared for Their Child's Parent Conference**
 - **State and District Content and Academic Achievement Standards**

- The William A. Oberle, Jr. Elementary School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - **Reading/Science Parent Workshops-2 Times a Year-(Spanish Interpreters Provided)**
 - **Math/Social Studies Night Workshops-2 Times a Year-(Spanish Interpreters Provided)**
 - **Brochures Provided in Parent Information Center**

- The William A. Oberle, Jr. Elementary School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - **Monthly PTA & PAC Meetings-Curricular Presentations-(Spanish Interpreters Provided)**
 - **Parent Requested Meeting with Administrator-(Spanish Interpreters Provided)**
 - **Fliers**
 - **Newsletters Communications**
 - **Parent Link Communications**

- The William A. Oberle, Jr. Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - **Continue to Invite Staff of Bear Head Start and Great New Beginnings Day Care Providers to Oberle Prof. Dev.**
 - **Annual Open House for Head Start Families & Students**
 - **Parent Link Newsletters Communications**
 - **Parent Link Communications**
 - **Fliers**
 - **Parent Information/Resource Center**

- The William A. Oberle, Jr. Elementary School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - **Parent Link Communications**
 - **Fliers**
 - **Newsletters Communications**

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

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PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by_____.

This policy was adopted by the Christina School District on date and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2014.

(Signature of Authorized Official)

(Date)

WILLIAM A. OBERLE, JR. ELEMENTARY SCHOOL JR. 2015-2016 SCHOOL-PARENT-TEACHER COMPACT

As a student I promise to...

- Do my class work
- Do my homework
- Participate in lessons
- Follow Oberle Elementary's Positive Behavior Support Plan
- Be Caring
- Be Helpful
- Demonstrate Integrity
- Listen Attentively
- Continuously Learning
- Come to school prepared with all necessary supplies
- Respect and cooperate with my teachers
- Ask questions to get help

Signature of Student

Date

As a parent I promise to...

- Attend and participate in all conferences
- Make a time and place for home study
- Make sure my child is on time to school, before 9:00 a.m., and remains until dismissal at 3:40 p.m.
- Support Oberle Elementary's Positive Behavior Support Plan
- Support and communicate with the teachers
- Make sure my child attends school daily

Signature of Parent/Guardian

Date

As a teacher I promise to...

- Communicate positively with parents and students
- Respect my students and families
- Notify parents of any change in behavior or academics
- Provide activities and materials to support parent involvement
- Support and Implement Oberle Elementary's Positive Behavior Support Plan
- Provide high quality lessons and materials
- Be available to parents
- Respect my students and families

Signature of Teacher

Date

Signature of Teacher

Date

As administrators, we promise to...

_____ Support the students, parents/guardians, and teachers as they implement the Oberle Elementary Positive Behavior Support Plan

Principal

Assistant Principal

WILLIAM A. OBERLE, JR. ESCUELA PRIMARIA 2015-2016

Compacto entre Estudiante-Familia-Maestros

Como un estudiante yo prometo...

_____ Seguir el Plan de Comportamiento Positivo
de Oberle
**Ser Respetuoso, Ser Responsable,
Seguir Direcciones, Manejarme a mi mismo**

Hacer mi trabajo de clase
Hacer mis tareas
Completar los proyectos de clase

Respetar y cooperar con mis maestras
Participar en la clase
Preguntar preguntas para recibir ayuda
Mantener un contrato de lectura en casa
Venir preparado a la escuela con todos
los útiles necesarios

Firma del Estudiante

Como un padre yo prometo...

_____ Apoyar el Plan de Comportamiento Positivo de Oberle
Asistir y participar en cada conferencia
Apoyar y comunicarme con las maestras
Hacer y dedicar tiempo para los estudios en casa
Hacer que su hijo(a) asista a la escuela cada día, a tiempo (antes de las 9:00), y quedarse hasta
la hora de salida (3:40)

Firma del Padre/Guardián

Como maestro yo prometo....

_____ Apoyar y implementar el Plan de Comportamiento Positivo de Oberle
Comunicarme positivamente con los padres
y estudiantes
Proveer lecciones y materiales de alta calidad
Respetar mis estudiantes y familias

Proveer actividades y materiales para
apoyar la participación de los padres
Notificar a padres de cualquier
cambio en comportamiento o
académico
Estar disponible para los padres

Firma de la Maestra

Como administradores, nosotros prometemos...

_____ Apoyar a las maestras, estudiantes y padres mientras ellos implementan el Plan de Comportamiento Positivo de Oberle

Directora

Asistente a la Directora