

REVISED LOCAL EDUCATIONAL AGENCY PLAN LEA IMPROVEMENT

LEA NAME and MAILING ADDRESS	Pitt County Schools 1717 W. Fifth St. Greenville, NC 27834	LEA CODE:	740
CONTACT PERSON, TITLE, TELEPHONE NUMBER, FAX NUMBER and E-MAIL ADDRESS	Sylvia Mizzelle Director of Federal Programs (252) 752-0124 Office (252)752-2907 Fax mizzels@pitt.k12.nc.us		

STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Review and revise in consultation with parents, school staff, and others;
2. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
3. Provide technical assistance and support to schoolwide programs;
4. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting state student academic achievement standards;
5. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
6. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
7. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
8. (If applicable) ensure that early childhood development services provided to low-income children below the age of compulsory attendance comply with the performance standards established under section 641a(a) of the head start act;
9. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
10. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
11. Inform eligible schools of the lea's authority to obtain waivers on the school's behalf under title ix and to obtain waivers under the education flexibility partnership act of 1999;
12. Coordinate and collaborate, to the extent feasible and necessary as determined by the lea, with the sea and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance in addressing major factors that have significantly affected student achievement at the school;
13. Ensure, through incentives or voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
14. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(e)(ii);
15. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
16. Assist each school served and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(d).
17. Participate, if selected, in the state national assessment of educational progress (naep) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the national education statistics act of 1994.

Name of Superintendent

Signature of Superintendent

Date

LEA IMPROVEMENT COMPREHENSIVE NEEDS ASSESSMENT

If in LEA IMPROVEMENT: summarize results from the LEA comprehensive needs assessment, address why the prior plan failed to bring about student achievement, and describe how parents, school staff, and others are involved in the review and revision of the LEA plan. Include LEA and SEA responsibilities for the plan.

Pitt County Schools (PCS) continues to be in school improvement for the 2008-2009. The district did not make Adequate Yearly Progress (AYP) in reading or math for elementary, middle and high school. An increase in the reading and math standards show that our performance needs to improve in these areas. The list below identifies the subgroups and their performance for the 2007-2008 that did not make AYP.

Summarize results:

From the 07-08 EOG, READING:

- 31.1% of 3-8 BLACK students are at/above grade level in READING
- 31.3% of 3-8 ED students are at/above grade level in READING
- 19.2% of 3-8 LEP students are at/above grade level in READING
- 37.0% of 3-8 HISPANIC students are at/above grade level in READING
- 19.3% of 3-8 SWD students are at/above grade level in READING
- 28.0% of Grade 10 SWD students are at/above grade level in READING

From the 07-08 EOG, MATH:

- 50.3% of 3-8 BLACK students are at/or above grade level in MATH
- 51.1% of 3-8 ED students are at/or above grade level in MATH
- 34.0% of 3-8 SWD students are at/or above grade level in MATH
- 69.5% of 3-8 MULTI-RACE students are at/or above grade level in MATH
- 53.1% of Grade 10 BLACK students are at/or above grade level in MATH
- 54.8 % of Grade 10 ED students are at/or above grade level in Math
- 50.0% of Grade 10 SWD students are at/or above grade level in MATH

In summary:

- In 3-8 READING, 5 subgroups, BLACK, ED, LEP, HISPANIC, and SWD did not make AYP
- In 3-8 MATH, 4 subgroup, BLACK, ED, SWD, and MULTI-RACE, did not make AYP.
- In Grade 10 READING, 1 subgroup SWD, did not make AYP.
- In Grade 10 Math, 3 subgroups BLACK, ED, and SWD, did not make AYP.

Safe Harbor Subgroups:

- 54.4 of 3-8 LEP
- 64.4 of 3-8 HISPANIC

LEA MEASURABLE GOALS

PCS will continue to set targets to meet or exceed AYP targets in all subgroups for the 2008-2009 school year. However, for any group that does not make absolute AYP, the district goal is to decrease the number of students who are not proficient by 10% in each subgroup.

SUBGROUPS	PROFICIENT STUD. (07/08)	NON-PROFICIENT STUD. (07-08)	10% ↓ (08-09)
Black/Reading (3-8)	1508	3342	334
Econ. Dis./Reading (3-8)	1647	3615	362
Hispanic/Reading (3-8)	253	431	43
LEP/Reading (3-8)	68	286	29
SWD/Reading (3-8)	241	1010	101
Black/Math (3-8)	2440	2411	241
Econ. Dis./Math (3-8)	2690	2575	258
Multi/Math (3-8)	221	97	10
SWD/Math (3-8)	425	826	83
SWD/Reading (10)	40	103	10
Black/Math (10)	335	296	30
Econ. Dis./Math (10)	279	230	23
SWD/Math (10)	68	68	7

- School staffs and parents will collaborate to review the data at each school to look at specific groups that need additional support to increase student achievement. Each school will update their plans to target at-risk students and increase parent participation.
- A team of representation with a wide variety of interests was assembled to review data, identify strengths and weaknesses, and identify and suggest specific staff development sessions to address the needs identified by the group. The LEA will facilitate schools with the implementation of their school improvement plan. Central Office staff will continue to assist schools with curriculum and instruction, staff development and with monitoring /accountability. The Educational Programs and Services (EPS) Monitoring Team will continue to implement regular curriculum visits to all schools. The SEA will provide technical assistance to schools as needed. It is the responsibility of all key players to monitor the various components of the plan as they specifically relate to their positions within the district.

THE PLAN

In order to help low-achieving children meet challenging achievement academic standards, the plan shall include the following:

STUDENT ACADEMIC ASSESSMENTS: Describe the high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan. If in LEA IMPROVEMENT, include specific measurable achievement goals for each subgroup of students identified

2008-2009 PCS Target Goals for Safe Harbor

Black/Reading (3-8)	38.0	Black/Math (3-8)	55.3	SWD/Reading (10)	35.2
Econ. Dis./Reading (3-8)	38.2	Econ. Dis./Math (3-8)	56.0	Black/Math (10)	57.8
Hispanic/Reading (3-8)	43.3	Multi/Math (3-8)	72.06	Econ. Dis./Math (10)	59.3
LEP/Reading (3-8)	27.3	SWD/Math (3-8)	40.6	SWD/Math (10)	55.0
SWD/Reading (3-8)	27.4	Black/Math (3-8)	55.3		

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

- DRA assessment will be used in grades K-5. All students in grades K-2 will be assessed in reading to guide instruction. In grades 3-5, reading assessments will be given to students who received a 1 or 2 on the EOG state assessment. Students are assessed multiple times, beginning, middle and end of academic year. The district is moving towards implementing DRA 2 for more specific assessment of student skills.
- Schools that implement the Accelerated Reader Program use the STAR assessment to determine proficiency with the Accelerated Reader Program.
- The Observation Survey of Early Literacy Achievement is used with first grade students to assess their knowledge of letters and words as well as their ability to write.
- Study Island will be implemented in all schools within Pitt County. This data will be used to identify and target student needs to directly impact instruction. District wide monitoring will increase effective implementation through individual differentiation.
- K-2 Math assessments will be administered in all schools at the beginning, middle and end of an academic year.
- The WIDA ACCSS English language proficiency tests are used to assess listening, speaking, reading and writing proficiency for Limited English Proficient (LEP) students in grades K-12.
- The DIAL III will be administered in Spanish to Hispanic preschoolers seeking admission to the More at Four Programs. It will be used at the beginning of the year to identify students below average in language and concepts in their home language. An interpreter will also administer the Cognitive part of the Early Screening Profiles to the child that will give an age equivalent for the child’s cognitive development.
- Early Screening Profiles, as well as Parent Checklists are administered to all non- Hispanic preschoolers seeking admission to the all More at Four Inclusive Programs . It is used to identify students below average in language and cognitive development. It is also used at the end of the school year to determine proficiency in language and cognitive development of all preschoolers served before they move into kindergarten.
- Teacher use small group and individual Personalized Education Plans (PEP) to target specific skills for students who need remediation.

OTHER INDICATORS: At the LEA's discretion, describe any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section.

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

- Attendance: K-12 Students must be present 160 days each academic year.
- Course Average: A course average of 70 in the four core academic subjects—reading/language arts, mathematics, science, and social studies in grades 3-12.
- Level III: Students are expected to achieve at Level III on the End of Grade/Course Test to be promoted to the next grade for grades 3-12.
- Graduation rate: The percent of students who graduate in grade 12.
- Dropout rate: The dropout rate for the district and for individual schools is computed annually.
- Suspension rate: The suspension rate for the district and for individual schools is computed annually.
- Retention rates (Use of Light's Retention Scale)
- Participation rates in programs
- Climate survey
- Promotion standard

PROVISION OF EDUCATIONAL ASSISTANCE: Describe how you will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging academic achievement standards. If in LEA IMPROVEMENT, include actions with greatest likelihood of improving achievement of participating children in meeting the State's academic standards. Incorporate scientifically- based research strategies.

- The PEP identifies the areas where the student requires additional assistance and outlines a plan of action to ensure that the student receives the assistance. Each school identifies students "at-risk" of failure and develops a Personal Education Plan for those students. PEP's are updated throughout the year.
- PCS offers a Summer Academy for students in grades 3-8 who do not pass the End of Grade test. Students who attend the Summer Academy receive intensive instruction preparing them to perform at proficiency level on the EOG. PCS offers Summer School for students in grades 9 – 12 who did not pass a core academic subject.
- Each school develops a school improvement plan for assisting students who need additional help in meeting the academic achievement standards. The plan is updated annually and presented to the Board of Education for its approval.
- Some schools offer after school programs, or additional interventions during the regular school day to help students meet academic achievement standards, while other schools offer programs such as Saturday Academies to provide instructional assistance.
- PCS provides grade acceleration through the fast-track program to enable students to complete middle school requirement in a reduced timeframe.
- Students are given the opportunity to be promoted to high school mid-year of 8th grade.
- PCS provides an alternative education setting for students who require grade acceleration in a controlled environment in the middle grades.
- Supplemental tutoring services (SES) are offered to qualifying students who attend schools that are in school improvement. Also, Title I funds are used to provide extended day opportunities to include after school, Saturday School, Summer school, in-school tutoring, etc. Schools track effectiveness of SES providers.
- Interpreters are utilized when needed at meetings where school teachers and principals discuss with parents the progress their children are making in meeting academic achievement standards; other interpreters in other languages are employed on an "as-needed basis."

PROFESSIONAL DEVELOPMENT: Describe the strategy to be used to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA staff in accordance with sections 1118 and 1119. If in LEA IMPROVEMENT, assure that the LEA will spend not less than 10% of the funds received by the LEA for the professional development needs of the instructional staff serving the agency.

- Pitt County Schools offers a district-wide staff development program for all teachers. The focus of staff development is on teaching participants to utilize effective literacy and math strategies to ensure that all subgroups of students meet challenging academic standards. Teachers have various opportunities to participate in on-line courses at various universities and DPI to enhance their knowledge of literacy and mathematic strategies.
- The Title II Director, along with other key district stakeholders on the leadership team, coordinates staff development initiatives to ensure that a coordinated plan is developed and implemented. Title II as well as state and federal staff development funds are utilized to provide the on-going training, and are supplemented with various grants that support teacher in literacy and math.
- The Exceptional Children's Program staff delivers on-going training for regular education teachers to prepare them to more effectively teach students within the regular classroom setting. Training may include Reading Foundations, Language!, Positive Behavior Support, and Response to Intervention.
- PCS will ensure continuous implementation of Sheltered Instruction Observation Protocol (SIOP) by providing on-going monitoring of classroom instructional strategies, and initial staff development for all new certified employees.
- The Title I Program employs a Parenting Specialist to provide workshops geared especially for families. Each school develops a parent-student-principal compact that addresses roles for each to ensure student success.
- Title I funds will host a Summer of Support Institute during the summer of 2009 with the intention to include the projected components: 4 strands, K-2, 3-5, 6-8; and 9-12 Reading and Math proficiency.
- The Title I Program funds Literacy Coaches in 9 School Improvement schools. The district employs a K-5 Literacy Trainer. She is responsible for training school-based literacy coaches in the utilization of a language and literacy framework. The Language and Literacy Framework provides regular classroom teachers with a roadmap for practice that translates into daily and weekly schedules. The five essential components of reading—as recommended by the National Reading Panel—are embedded within the Language and Literacy Framework.
- The district employs a Reading Recovery® Teacher Leader to work with a core group of teachers who provide literacy intervention to the bottom 20% to 30% of first grade students through individual and small group instruction. Additionally, these literacy specialists provide small group instruction to second and third grade students in accordance with school-based literacy plans.
- PCS has two Reading First schools – Professional development is provided to K-3 staff in the 5 components in Reading, and in the use and administration of assessments and in data analysis. A variety of strategies are utilized in the delivery of professional development to include online professional development sponsored by state Reading First initiatives as well as one on one embedded coaching/training at the school level with the teacher and the Reading First trained coach.
- The LEA designates one full day and four half days, annually, for system-wide professional development. In addition to these days, each school in the LEA sets aside two days for professional development. These days enable the schools to provide training for teachers and paraprofessionals that meet specific school needs identified through the School Improvement Process.
- PCS offer a district wide online staff development system for all certified employees. The focus of this system is to ensure on-going monitoring and the quality of staff development provided within the district.

- Other professional development activities include:
 - DPI designed writing training – turn around – facilitates professional development
 - Science Notebooks – continuation of a recently established initiative.
 - Financial Literacy
 - 28 Research Based Strategies
 - Thinking Maps
 - Culturally Responsive Teaching
 - Writing Portfolios

COORDINATION OF SERVICES: Describe how you will coordinate and integrate services under this part with other educational services at the LEA or individual school level. These services could include the following:

- Even Start, Head Start, Reading First, and other preschool programs, including plans for transition of participants in such programs to elementary school programs
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, etc.
- The Title I, More at Four and EC Preschool program have blended funds to provide inclusive preschool classrooms. Universal applications are used for all preschool enrollments.
- The programs under NCLB include several Title programs in our district. Title I, Part A supports Schoolwide and Targeted Assistance Programs in all but one elementary school. Middle schools having more than 75% of their students eligible for FRL will also receive services. PCS has one middle school receiving Title I services.
- Migrant students are identified by field recruiters in the district. Migrant students will participate in a Summer Program that includes home visits and family involvement. Migrant students receive other services throughout the school year the same as other students and subgroups demonstrating the need for additional services to increase student achievement.
- PCS works in conjunction More at Four private sector providers and Head Start to facilitate transitions to public schools.
- PCS collaborate with private providers who access More at Four funds to provide Highly Qualified professional development and educational support for classrooms.

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

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

STUDENT IDENTIFICATION: Describe how teachers, in consultation with parents, administrators, and pupil services personnel in *targeted assistance schools* will identify (a) the eligible children most in need of services and (b) participants served under this part.

- Pitt County Schools will continue to use multiple selection criteria to determine which students are eligible for service, and which students will receive service if there is not sufficient funding for all to participate. Currently, PCS has 15 schoolwide (SW) and 4 targeted assistance schools (TAS) that receive Title I funds. All Title I schools will transition to schoolwide for 2009-2010 school year.
- The majority of the PCS implement Reading Recovery to identify students for service as first graders. During the spring semester of each year, the kindergarten teachers conduct an alternate ranking of all students. In the fall of the next year, the first grade teachers follow this same process within the first three weeks of school. At

the end of this process each child in the first grade is listed on a ranking for additional assessment. Students who are below the 50% are tested with the Observational Survey of Early Literacy Achievement. After the tutorial slots are allocated, the students are placed in “literacy group” service. Students are ranked from low to high and those students ranked lowest are served first.

- The Title 1 office provides targeted assistance schools with reading and math selection criteria, which are used to identify students for non-Reading Recovery® service. Objective criteria such as the EOG, DRA, and Math Assessments account for at least 50% of the points needed to qualify for service.
- An Identification Criteria Sheet is completed for each student considered for service, the points are tallied, and students are listed by grade in rank order from high to low. Students receiving more points are served before students with fewer points are served to meet the requirement of serving students with greatest need of service. If all students on the rank list cannot be served, those in greatest need are served first.

PROGRAM DESCRIPTION: Provide a general description of the nature of programs to be conducted by participating schools, and where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children.

- Pitt County Schools has no students attending institutions for neglected and delinquent children at this time.
- Pitt County Schools will continue to implement Title I services by providing the in-class and pullout models in the schools. Title 1 teachers provide additional assistance such as individual help, further explanation, more in-depth explanation, more time, or more instruction to identified students in reading and math. The regular classroom teacher teaches the identified students and the Title 1 teacher, who has developed lesson plans with the regular teacher, works with students during independent work time or when the student is working in a content area such as social studies or science.
- Reading Recovery is a programming option that is being used in all elementary schools (except one that is piloting a more traditional Title I program) for students most in need of reading intervention.
- Summer Reading Program is another version of extending the school program. Certified teachers work with small groups of students (typical ratio is 1:10) to scaffold their learning and to close gaps in literacy development. The programs described above are funded by many sources to include Title 1 funds, Migratory funds, EC, federal funds for LEP students.
- “Write from the Beginning” is a program based on the assumption that writing is an integral component of reading and that students must begin to write when they enter school.
- “Thinking Maps” is a school-wide approach to making content accessible for all students. The use of graphic organizers to organize and define content makes it possible for students at risk of failure to understand and use subject matter.
- Accelerated Reader is used as a means of encouraging students to read and develop comprehension and vocabulary skills.
- Partnership for Progress is a collaborative arrangement between the United Way, the Pitt County Schools Educational Foundation, and other community organizations (e.g. Greenville Morning Rotary Club) in which after-school tutorial programs are offered in the federally funded housing projects. Students in grades K-4 are provided a place to meet and teachers to assist them with homework. This program provides assistance three afternoons a week during the academic year.
- The Community Schools Program offers after school programming which includes a homework component. Students spend part of their time, after school, working on homework under the supervision of a paraprofessional.
- Other Tutoring Programs such as tutors through the Project Heart Program use Ameri Corps members and students to tutor students who are not reaching high academic standards. Some schools use community

volunteers, such as retired community leaders or members of civic clubs, to tutor students. Some community churches provide after school tutoring at their churches for students identified by the schools as needing assistance.

- Gateway Center was opened as an alternative to long term suspension for middle and high school students. Pitt County Schools also has a Transition Center used for short term suspension for students up to 45 days.
- Summer Significance Academy is held for students in the fifth and sixth grade. “Fast Track Program” is provided to selected middle school students.

PARTICIPATION OF MIGRATORY CHILDREN Describe how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children selected.

- Pitt County Schools will continue to use multiple selection criteria to determine which students are eligible for service, and which students will receive service if there is not sufficient funding for all to participate. Migratory children have access to all state and federally funded supplemental programs, in addition to services provided by the Migrant Education Program.
- Migratory students receive tutorial services, Reading Recovery® services, Title 1 services, ESL Program services, and educational assistance through the Migrant Program. Interpreting services are arranged on an as needed basis through the Migrant and ESL programs. Written translations for documents are arranged in the same manner.
- The PCS Migrant Education Program will provide annual events that support the families of migratory students. These events will inform families about the services of the MEP and the community.
- The MEP will provide, in conjunction with the Title I program, bilingual parent workshops that enable parents to help their children achieve success in various areas concerning education (ECG, reading comprehension, self-esteem).

PRESCHOOL PROGRAMS If appropriate provide a description of how you will use funds under this part to support preschool programs for children.

- Pitt County Schools will continue to set aside Title 1 funds to provide preschool programming.
- Students are screened for identification using the Early Screening Profiles as well as parental checklists to identify students in greatest need for early intervention.
- Title I, More at Four, and Exceptional Children’s funds will be used to provide a blended program for students with the most need for the 2009-2010 school year. All More at Four classrooms are inclusive.
- For a very few students with more severe disabilities, preschool classrooms designed to address the students unique learning needs have been established (Hearing Impaired, Severe/Profound, Autistic).
- All preschool (Pre-K) programs operate on a 5-day, full day schedule.
- PCS preschool program collaborates with other community agencies to facilitate Learn-N-Play Groups for parents and children who are preschool age. This program is aimed at developing parents as the “First Teacher”.

SCHOOL IMPROVEMENT: Describe the action the LEA will take, if applicable, to assist its low-achieving schools identified under section 1116 as in need of improvement.

- Pitt County Schools currently has 15 schools in school improvement with sanctions.
- Pitt County Schools identifies schools that do not make Adequate Yearly Progress (AYP) each year based on state determined criteria (EOG).

- Pitt County Schools identifies schools that do not make AYP for two consecutive years. The names of the schools become public information. Such schools will be schools designated for School Improvement. Parents are notified by letter, internet and media.
- The LEA will continue to monitor the budget of any school in School Improvement to ensure that 10% of the school's Title I budget is spent for professional development activities.
- The LEA continues to offer technical assistance as the school assesses its Comprehensive School Plan. Teachers and principals will receive quality staff development to build capacity on using assessment data to redirect the instructional focus in the classroom and using scientifically based strategies in reading and math. The technical assistance will include:
 - Professional development related to reading and math
 - Assistance in selecting curriculum materials
 - Assistance in selecting teachers to implement more effective curriculum
 - Assistance in providing training for parents
 - Coordination and review of the School Improvement Plan with the District Level leadership team, will participate in a peer review process
 - Assistance in the use of ABC Tools as well as the disaggregation of data from the Test and Assessment Department personnel.
- All K-8 School administrators report and use data to impact instruction at the beginning, middle and end of the year. These schools use common Math and Reading assessment tools which monitor progress of essential learning that have been prioritized and taught according to the district pacing guide based on the NCSCOS.

SCHOOL CHOICE Describe the actions the LEA will take, if applicable, to implement public school choice and supplemental services, consistent with the requirements of section 1116.

- The LEA will continue to notify parents whose children attend schools designated as being in School Improvement of their right to transfer their children to another public school in the LEA that is not in School Improvement. The LEA will continue to coordinate the transportation of such students and will ensure that priority for transfer/transportation goes to lowest achieving students from low income families.
- The LEA uses funds set aside for Supplemental Services and Transportation and may use funds allocated to the school designated as being in School Improvement to provide such services.
- The LEA identifies for Corrective Action any school that continues to not make AYP after four years. An alternative governance plan will be developed not later than the first day of school the year following a school's identification for Restructuring.

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

- Pitt County Schools will continue to follow the requirements of NCLB and employ a "highly qualified" staff. All Title I teachers meet the definition of "highly qualified" under NCLB and State of North Carolina requirements.
- 100% of paraprofessionals are highly qualified upon employment.
- 99.7% of teachers are highly qualified and to address the 3% of teachers who are not highly qualified, we will continue to provide tuition reimbursement and Praxis support.
- Principal Attestation statements are completed at each Title I school. Copies are filed at school and at Federal Programs office.
- Parents in schools that receive Title I funds are notified that they have the right to request information about the qualifications of their child's teacher.

- The HR Department will continue to collect and disseminate data to all schools to inform them of the current certification status of all teachers.

HOMELESS CHILDREN If applicable, describe the services the LEA will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A).

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

PARENTAL INVOLVEMENT Describe the strategy the LEA will use to implement effective parental involvement under section 1118. Submit the district parental involvement policy as required by subsection 1118(a)(2). If in LEA IMPROVEMENT, describe how the LEA will increase parental involvement to support the academic success of the identified subgroups.

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

- Parent Involvement Policies will be distributed to all parents of Title 1 identified students. This policy outlines the rights parents have to know if/when schools are identified for School Improvement, the rights of parents to know the credentials of classroom teachers and paraprofessionals, ways parents can become meaningfully involved in their child's education, and other pertinent information about their child's on-going education.
- Parents will be informed annually if their child is identified for Title 1 services. The notification will inform parents how their children will be served. If the parents choose not to accept Title I services, then the process will be described as to how parents may follow up if they wish to deny Title 1 services.
- All parents of Title 1 students will sign a school/parent/student compact that outlines the duties and obligations of each party to ensure that students reach high academic standards. This annual compact will be maintained in the school's official Title I documents.
- Students identified for service have an Personal Education Plan that outlines needs as well as steps the school, teacher, others will take to help the student reach high academic standards. Parents have the right to receive the plan and know how their children are progressing in meeting the goals of the Education Plan. The Plan must be developed by 9 weeks after they are identified as Title 1. It should be reviewed and/or revised each nine weeks using ongoing assessment results.
- Progress reports and folders will be sent home, reviewed, signed and returned to individual teachers to inform parents and to keep the lines of communication open. These folders include: student work, student behavior and teacher observations.
- Title I schools will update their Parent Involvement Plans each year.
- ALERT NOW is a phone system, which was purchased in the fall of 2007, used to notify parents about school events. This system can also interpret and deliver messages in different languages.
- Schools use a variety of resources to connect home and school: websites, translated documents, newsletters, meetings, and technological programs.

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

- The LEA Parenting Specialist will continue to hold at least three training sessions each year at each Title 1 school. Training sessions occur at various times during the year and the day to enable maximum parental participation. The training at each school which specifically addresses ways parents can help their children be more successful in school.
- “Learn and Play” Groups will continue to be implemented for parents and their three, four, and five year old children. The “Learn and Play” Groups are offered in federal subsidized housing, in churches, in public libraries, and other public buildings throughout the county. Parents and children attend these sessions together and learn strategies to use together to enhance literacy development.
- Schools receiving Title 1 funds inform parents of the Title 1 programs and services offered at that school at the beginning of the year meeting. Parents also have the opportunity to meet the Title 1 teachers and view samples of student work.
- The normal parental activities, such as PTA/PTO, carnivals, meetings, holiday events, will continue to be held at each school on a regular basis.
- The LEA employs a Bilingual Specialist to provide services for Hispanic families and employs interpreters for other languages on an as-needed basis. Schools are encouraged to communicate with parents in a language that parents understand as much as possible.

Attached is the Pitt County Schools District Parent Involvement Policy:

Pitt County Schools Title 1 Parent Involvement Policy

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

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

- The School Improvement Plan which identifies the efforts by the school to improve student performance and to reach the educational goals of the Board of Education.
- Teacher’s and Paraprofessional’s credentials.

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

- What “identification” means and how the school compares to others
- The reasons for the identification
- What the school is doing to address the problem of low achievement
- What the LEA and SEA are doing to help the school
- How the parents can become involved in addressing the school’s academic problems
- What options the parents have regarding their right to seek a transfer of their child or to seek supplemental services

B. Information concerning the professional qualifications of the classroom teachers will include an explanation of the following:

- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject areas in which the teacher is teaching
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, including the field of discipline of the certification or degree
- Whether the child is provided services by paraprofessionals and, if so, their qualifications

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

A. Each school will:

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

B. Each LEA and school will:

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

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

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