
ATTACHMENT 4

Title I Schools

Title I Compliance Requirements

Gauger-Cobbs Middle School
2023-2024

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;
 - a. Highly qualified teachers will instruct students and those who are not highly qualified, a letter will be sent home to the families as notification of this status.
 - b. District Human Resources will assist teachers who are not highly qualified with obtaining the highly qualified status.
4. Strategies to attract high-quality, highly qualified teachers to high-need schools;
 - a. School administrators will attend teach job fairs and partner through the school district with UD, Wilmington University and DE State University.
5. Professional development;
 - a. See SSP Project Management sections
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)
8. Measures to include teachers in the decisions regarding the use of assessments;
 - a. Implementation of a Building Leadership team, School Success Planning Team, and engaging teachers in Small Learning Communities weekly during the school day.
9. Timely and additional assistance for students at risk of not meeting the standards;
 - a. See SSP Goals to Strategies sections
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 School Parental Involvement Policy

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PART I. GENERAL EXPECTATIONS

The **Gauger-Cobbs Middle 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

1. The **Gauger-Cobbs Middle 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:
 - A copy of the Parental Involvement Police and Parent-School compact will be posted on the school's website and mailed home to parents. The school has implemented Parent Advisory Council comprised of stakeholders of all aspects from the school and the community. The committee meets monthly and included on their agendas initiatives that incorporate parental involvement and Title I policies. Meeting agendas and minutes will be posted on the school's website. Parents will also receive reminders of these meetings as well as well as additional activities via the Parent Link Automated System.

2. The **Gauger-Cobbs Middle School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - The School has implement Parent Advisory Council comprised of stakeholders of all aspects from the school and the community. The council involves parents in the process of school review and improvement. In addition, these members of the School Success Planning Team in which parents will engage in discussions related to implementing meaningful programs designed for school improvement.

3. The **Gauger-Cobbs Middle 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:
 - The school will send invitation and reminder messages to all families via the Parent Link Automated Calling System. In addition, invitations and reminders will be posted on the district and school website. As the school year progresses, the school will communicate Title

4. The **Gauger-Cobbs Middle 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:
 - The school will discuss this information and provide information literature for parent reference during parent conferences, Parent Advisory Council Meetings, Open House, District Choice Open House, as well as district scheduled workshops. Information in regards to academic assessments will also be posted on the school's website and associated website links in which parents may obtain.

5. The **Gauger-Cobbs Middle 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:
 - *The school will respond to such suggestions as soon as practicably possible via email, mail, telephone conferences, and/or parent/teacher/support conferences. Administrative designees will meet parents upon request.*

6. The **Gauger-Cobbs Middle 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:
 - *The school, district, or Department of Education will mail Smarter Balance and DCAS Assessment reports after Spring testing windows.*

7. The **Gauger-Cobbs Middle 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:
 - *The school will mail a letter home to affected parents notifying parents of non-highly qualified status*

8. The **Gauger-Cobbs Middle 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:
 - Assistance and resource materials will be accessible at the school's Parent Resource Center and school events and activities including, Open House, parent conference and District Choice Open House. In addition, the district and PAC will also offer various workshops pertaining to parent involvement and enhancing partnerships with schools to increase student success.

9. The **Gauger-Cobbs Middle 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:
 - *The school's Parent Resource Center will provide parents with information in regards to the school's academic and no-academic programs in the form of workshops and trainings in order to support parents in partnering with the school. Home Access Center information will be provided to parents at Open House and posted on the school's website. In addition, the school will collaborate with district parent involvement personal to develop programs that build awareness.*

10. The **Gauger-Cobbs Middle 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:
 - *During professional development session the school will inform and provide strategies to school personnel on how to reach out to, communicate with, and work with parents as equal partners. School staff will be encouraged to attend Parent Advisory Council Meetings in addition to parent involvement events.*

11. The **Gauger-Cobbs Middle 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, 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:

N/A to Middle school

12. The **Gauger-Cobbs Middle 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:
 - *(Information will be given to parents via Parent Link Notification system, mailings and/or the school website. The school will access as district contracted translator when needed and all publications will be published in English and Spanish. Assistance will be offered to parents who struggle with reading.*

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Gauger Middle School in collaboration with its parents and school community choose 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 9e) 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 **Gauger-Cobbs Middle School** on **9/1/2020** and will be in effect for the period of 2020-2021 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **9/7/2020**.

(Signature of Authorized Official)

(Date)

As a student I promise to...

- Follow the School Wide Principles
- Show Respect, Follow Directions
- Act Responsibly, Do My Best
- Ask questions to get help
- Keep a home reading contract
- Come to school prepared each day with all necessary supplies

- Respect and cooperate with my teacher
- Participate in lessons
- Do my class work
- Do my homework
- Complete class projects

Signature of student

Date: _____

As a parent I promise to...

- Attend and participate in Conferences
- Support the teachers
- Make a time and place for home study
- Communicate with the teacher
- Expect quality work on-time

- Control TV-Video time
- Participate in Family Learning activities whenever possible
- Make sure my child attends daily and is prepared for school

Signature of parent/guardian

Date: _____

As a teacher I promise to....

- Report student progress frequently
- Provide high quality lessons and materials in a supportive and effective learning environment
- Respect my students and families
- Provide activities and materials to support parent involvement

- Communicate with parents
- Notify parents of any change in behavior or academics
- Be available to parents
- Participate in Family Learning activities whenever possible
- Hold conferences where student work, achievement, behavior, and social development are discussed at least annually

Signature of teacher

Date: _____

As a school, we promise to....

- Provide parents reasonable access to staff to discuss issues
- Provide opportunities to become involved With the school and school decision-making

- Provide a range of acceptable times when classes can be visited by parents

Signature of Principal

Date: _____

