

**REVISED
LOCAL EDUCATIONAL AGENCY PLAN
LEA IMPROVEMENT**

LEA NAME and MAILING ADDRESS	Cleveland County Schools 315 Patton Dr Shelby, N C 28150	LEA CODE:	230
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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.

Dr. Bruce Boyles

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.

The LEA planning committee reviewed and summarized academic achievement data to determine subgroups not meeting the 2007-2008 performance goals. Cleveland County Schools LEA did not meet AYP with the 2007-2008 reading and math achievement data. Study of the 2007-2008 data indicates that the LEA is in need of improvement for the students with disabilities subgroup in all grade spans in all subjects. Other areas in need of improvement are black students in reading for grades 6-8, all areas in math for grades 6-8, as well as black students in grade 10 math. Improvement in the stated areas must occur with the 2008-2009 achievement data in order to avoid being placed in LEA improvement for the 2009-2010 school year.

After consultation with elementary, middle, and high school principals along with central office personnel and parents, the following needs were determined in order to improve achievement in the targeted areas in both reading and math:

- **Review and alignment of curriculum, instruction, and assessment** What is being taught, what performance expectations are, and where each teacher's focus fits into the broader curriculum of the school or LEA create the appropriate alignment. Use assessments to measure the effectiveness of instruction in regard to meeting individual student needs and identifying curriculum gaps or overlaps.
- **Individual student assessment and instruction tailored to individual student needs**. Analyze assessment data by each student name and make plans according to where each student is and where they need to go. Hold meetings with principal, teacher, and support staff as needed, and parent to determine how much growth is expected from the student during the school year and strategies that will be used to accomplish the expected growth.
- **Caring, nurturing environment of high expectations for all students**. School leaders must foster the belief that all students can learn at high levels. Teachers must hold high expectations for all students, as evidenced in their classroom practices. Teachers communicate student progress regularly to parents.
- **Ongoing professional development for staff that is connected to student achievement data**. Planning and offering of professional development must be connected to analysis of student achievement data. School improvement plans must identify leadership needs and strategies for addressing those needs.
- **Efficient use of resources and instructional time**. Schools must be organized to maximize resources to support high student/staff performance. Staff must make efficient use of instructional time to maximize student learning.

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

Cleveland County Schools will administer all academic assessments as described in the state plan.

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.

Schools will utilize the K-2 Assessment in reading and math or DIBELS, as well as benchmark testing to determine students who need additional instruction in specific objectives.

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 LEA will identify all students who are academically at-risk and who place in three or more subgroups. Schools will use the Personalized Education Plan (PEP) and the Title I school Plan as the vehicles to determine strategies for individual growth. Such strategies may include extended learning time, C.O.R.E. (Child Oriented Reading Experience), HOTS (Higher Order Thinking Skills), AR Math, Compass Learning, accelerated remediation, tutoring, Direct Instruction (scientifically based reading program), Great Leaps, focus groups, summer school, Saturday Writing Academy, Ready/Set/Grow summer program for at-risk children who entered kindergarten in the fall, family study nights, family resource activities, Communities in Schools tutoring, after-school homework clubs, Homework Hotline, lunch buddies, Sunday Learning to Read System, Reading Mastery and Reading Naturally.

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.

For the 2008-2009 school year, with the agreement of the principals of Title I schools, the LEA will initiate a District Focused Professional Development Plan by employing elementary curriculum coordinators to serve on site for sustained classroom focused professional development. The focus will include classroom modeling, monitoring teacher use of strategies, developing pacing guides, lesson planning, PEP support and monitoring, math workshops, coaching of instructional practices, differentiation of instruction, and behavioral management plans. These three elementary curriculum coordinators will work with teachers and administrators in our Title I schools.

The LEA will provide professional development sessions for teachers, parents, and school and community leaders to bring about increased awareness of the achievement gap among various subgroups. Professional development sessions will also focus on appropriate, researched based intervention strategies and support programs to produce increased student achievement. This strategy is based on the data, which indicates that of the 3,058 students failing to meet Level III achievement standard in EOG reading, 2,126 of those were students on free/reduced lunch. Of the 1,853 students failing to meet Level III achievement standard in EOG math, 1,355 were students on free/reduced lunch. Through communication, collaboration, and commitment, increased student achievement can be obtained.

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 LEA utilizes various components to coordinate and integrate services. The Communities in Schools program provides assistance with parent workshops and training within the schools. Head Start, Smart Start and More at Four pre-school programs will assist in the smooth transition into kindergarten. Community Services such as the United Way, churches, banks, Safe Kids, fire departments, hospitals, Health Department/school nurses, DDS, Arts Council, library, civic organizations, Cleveland Community College, and other business and professional support are valuable resources for our LEA and individual schools. The DARE program is an integral part of safe schools. EC and ESL departments provide services for our students with disabilities and non-English speaking families and students. Student service management teams are in each school for the explicit purpose of coordinating and integrating services for meeting students' individual needs. Homeless students are identified. A countywide Close the Gap Committee composed of educators and community representatives focuses on the achievement of minorities and students in poverty.

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

The LEA uses free and reduced lunch counts at/above the district average to determine poverty.

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.

The LEA uses multiple criteria including DIBELS, Response to Intervention (RTI), STAR Reading Assessment, and the End of Grade Tests results in reading and math. Curriculum Based Measurements (CBM's) are also used at certain schools. Teachers have input as to student needs. Participation is determined on greatest need. Each child is ranked and given a weighted score. Highest ranked students are selected to participate.

Third Fourth and fifth grade students participate according to EOG scores and other criteria.

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.

The LEA will provide services for neglected or delinquent children. These children are eligible to attend the public school that serves the attendance area where these institutions are located. Once enrolled they are eligible to participate in all programs, including Title I, as any other student.

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.

The LEA conducts outreach to migratory children through its school social work program and LEP program. Once identified, these children are enrolled in the school that serves their attendance area. Once enrolled, they are eligible to participate in all school programs, including Title I, as any other student.

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

Funds are used to provide pre-school services for 4 year olds in six (6) schools. Teachers and assistants are fully funded in four (4) totally funded Title I classes. The two (2) blended pre-school classes are funded on a 50/50 percent basis with EC/Title I. Funds are used for technology, classroom supplies, and classroom setup. Funds are also used for teacher/assistant training such as Creative Curriculum training and training in Foundations, the newest pre-school guide.

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.

The LEA currently has no schools in school improvement, however, should the need arise; the LEA would follow state recommendations. The LEA will identify for school improvement any elementary or secondary school served under this section that fails for two consecutive years to make adequate yearly progress as defined in the State plan. Within two to three months after being identified, a revised school plan will be developed. This plan will include consultation with school staff, district level administrators, parents, and outside experts. The plan will cover a two-year period. The plan will include strategies based on scientifically based research that will strengthen core academic subjects and will specifically address the academic issues that caused identification for improvement. Strengthening for all subgroups will be a priority.

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.

Should school choice become necessary, the LEA will, not later than the first day of the school year following identification, provide all students enrolled in the school the option to transfer to another public school served by the LEA that has not been identified for school improvement. Priority will be given to the lowest achieving students from low-income families.

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

We will ensure that all teachers and paraprofessionals meet requirements as prescribed in section 1119 by hiring only those who meet the standard. Staff development, tuition reimbursement, and test administration, proper record keeping and reporting will serve to ensure that our teachers are highly qualified and our paraprofessionals meet the rigorous standard established.

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).

Funds have been set aside for homeless children in non-Title I schools. Identified students will receive services based on the recommendations of the school social workers according to need. Additional funds for homeless students are received from the McKinney Vento Homeless Act.

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.

The LEA will support parental involvement according to the Cleveland County School Board approved policy.

See Attachment I
See Attachment II

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.

The LEA offers before-and-after-school care as well as summer school, and the summer Ready/Set/Grow program for at-risk children who will be entering kindergarten in the fall.

Each identified sub group has the opportunity to participate in extended services.

Attachment I

Policy 2130

CLEVELAND COUNTY SCHOOLS PARENT INVOLVEMENT POLICY

The Cleveland County School System is committed to the goal of “educating every child” according to the *No Child Left Behind Act of 2001*, Title I, Section 1118(a)(2). We believe that the education of children is a cooperative effort between parents and schools and that the involvement of Title I parents increase the effectiveness of the program and contributes significantly to the success of their children.

Cleveland County Schools’ Title I program will strive to involve parents in various activities throughout the year, including the development of the Title I plan and opportunities to review the plan and Parent Involvement Policy.

Cleveland County Schools provides a web site for communication as well as a Title I web page, a newsletter, and the CCSS Communicator. The central office will provide assistance and support for planning and implementing parent involvement activities such as Parent/Child Make It/Take It workshops and Parent/Child Reading projects designed to improve student academic achievement. Parent training sessions are provided by the Parent Center. Letting the parents know they are welcome in their child’s school is also an important part of the program. Parents are also invited to observe lessons, attend parent-teacher conferences and school activities, and volunteer their time.

Parents will be informed of their rights as specified in the NCLB legislation by:

- Inviting parents to an annual public meeting to discuss the Title I program.
- Helping parents understand national, state, and local standards and expectations using languages specific to the community.
- Providing materials and information to parents to increase student achievement.
- Working closely with schools and parents to recognize the importance of parent involvement to achieve student success.
- Involving parents in CCSS’s preschool programs and Parent as Teacher program.
- Coordinating and integrating with other programs such as Head Start, More at Four, Smart Start, etc.
- Insuring the understanding of communications between schools, parents, and community.
- Including parents on the School Advisory Council and the School Improvement Team.
- Providing language appropriate community programs such as Spanish Fair.
- Providing technical assistance, coordination, and any other needed support.
- Involving parents in an annual evaluation of the academic quality of schools served with Title I funds

Cleveland County Schools’ Title I program and parents will establish an equal partnership between the home and school in order to provide the best possible education for our children. Parents will be informed of their child’s progress and Title I activities through monthly newsletters, progress reports, telephone contacts, and/or parent-teacher conferences.

Attachment II

Parental Involvement

Convening an annual public meeting to inform parents about Title I and their right to be involved.

All schools will convene an annual public meeting at the beginning of the school year to inform parents or their rights to be involved. Title I information will be shared at the meeting. Communication to parents will be by parental contact via phone, letters, conferences, and school newsletters. This will touch parents not attending PTO informational meetings. A parent signature on the documents sent home will be encouraged to verify receipt of information.

Offering a flexible number of meetings, such as meetings at various times of the day.

Meetings will be scheduled at various times, dates, and occasions to involve and inform parents. The teacher, social worker, or other personnel will conduct home visits on an as needed basis. Transportation will be provided. Childcare will be provided for late afternoon/evening meetings with parents.

Involving parents in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan.

Parents/grandparents/guardians are an integral part of the Title I program and will be included in the Title I Program Plan. A parent representative will serve on the School Improvement Planning Committee. The PTO Parent Advisory Council utilizes many parents. Parents are asked to respond to surveys to assess the needs of the school and the LEA. Family members are encouraged to sign up for "Lunch Buddies" and other volunteer programs.

Parent Involvement Programs/ Activities

Family Resource Centers (Communities in Schools)
Instructional Workshops through Family Resource Centers and Partner with Parents
Title I School and LEA Web Sites for Parents/students/teachers
Foster Grandparents Programs
Family study nights
Accelerated Reader family nights
Gateway Instruction by grade levels
Curriculum nights (what is going on this year)
PTO activities
Parent volunteers
Lunch buddies
Title I parent workshops
Dolly Parton Imagination Library
Summer Literacy Packets
Parent/teacher conferences
Progress reports
Community boards
Communicator (LEA Website)
Character Development Curriculum and Instructional Program
Media coverage of events
Latino American Cultural Event
Book fairs
Math/Spelling/Geography Bees
School Board Meetings
Advisory Council
School Improvement Plan
Scout troops
Sports
Open door policy
Parent Survey
School Survey
Parent/student/teacher agreement
Parent policy
Field Day/cookouts
Orientation
Childcare provided for workshops
Grandpals week
Wings
Tutoring Programs
Computer Classes for parents
Distribution of Literacy materials to parents
ESL support/translation of materials into appropriate languages