

North Carolina Title I Application - 2007-2008

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED
THE NO CHILD LEFT BEHIND ACT OF 2001 (P.L. 107-110)

LEA NAME	Franklin County Schools	LEA Mailing Address	PO Box 449	Two copies of the completed application should be received by June 15, 2007. Mail to: NCDPI Compensatory Education Section MSC # 6351 Raleigh, NC 27699
Title I Director	Dianne Carter	Address 1		
Phone	919 496 2600 ext 276	Address 2		
FAX	919 496	City	Louisburg	
Email	dianne Carter@fcschools.net	State ZIP	NC 27549	

CERTIFICATION

The applicant designated above hereby applies for a grant of federal funds to provide instructional activities and services to help disadvantaged children meet high standards as set forth in this application. I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct; the agency named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the agency's meeting held on June 4, 2007 (Month/Day/Year)

STATEMENT OF ASSURANCES

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

- identify eligible school attendance areas/schools and will allocate funds received under this Title to those areas/schools in accordance with section 1113.
- develop an LEA plan that is consistent with the requirements of section 1112.
- make provisions to implement school wide and/or targeted assistance programs in accordance with sections 1114 and 1115.
- use Federal funds under this part to supplement not supplant State and local funds, consistent with section 1120A.
- ensure that all teachers and paraprofessionals working in programs supported by funds under this part are highly qualified as consistent with section 1119 as verified by each school principal served under this part.
- make provisions for services to eligible children attending private elementary and secondary schools in accordance with section 1120.
- annually review program effectiveness and make provisions for the implementation of school improvement procedures consistent with the requirements of section 1116.
- implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
- significantly improve the quality of instruction by providing staff in participating schools with substantial opportunities for professional development as required by section 1119.
- maintain its fiscal effort in accordance with section 9521.
- comply with comparability requirements specified in sections 1120A, 1114 and 1115.
- use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds allotted to the LEA as required by GEPA.
- retain title and control of property and equipment purchased under this title consistent with the requirements of GEPA.
- prepare and disseminate individual school performance profiles, as specified in section 1111.
- cooperate, by keeping records and providing information, in carrying out the evaluation of the Title I program conducted by or for the SEA, the Secretary or other Federal officials as required by GEPA.
- be responsible for repayment of Title I funds in the event of an audit exception. [GEPA]
- adopt effective procedures for acquiring and disseminating to teachers and administrators participating in this program significant information from scientifically-based educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. [sections 1114 & 1115]

Dr. Bert L'Homme

Typed Name of Superintendent

Signature of Superintendent

June 5, 2007

Date

STATE EDUCATIONAL AGENCY SIGNATURE

APPROVAL DATE

SY 2007-2008 Title I, Part A Application

**CERTIFICATION REGARDING
DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

THE AUTHORIZED REPRESENTATIVE IS THE SUPERINTENDENT.

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
2. The prospective lower tier participant shall provide immediate written notice to the person which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
3. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
4. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
5. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
6. A participant in a covered transaction may rely upon a certification of a perspective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Dr. Bert L'Homme

Typed Name of Superintendent

Signature of Superintendent

TITLE I EQUITABLE SERVICES FOR PRIVATE SCHOOL CHILDREN ---Not Applicable---

Consistent with section 1120(a), an LEA shall after timely and meaningful consultation with appropriate private school officials, provide eligible private school children, on an equitable basis, special educational services or other benefits under this part that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

Set-Aside Proportion: Private schools are entitled to their pro rata share of certain LEA set-asides: parental involvement, professional development, and district-wide instructional programs. To ensure that services are equitable, compute the percent of private school children from low-income families residing in Title I-participating school attendance areas.

# of Private School Children from low-income families		# of Public School Children from low-income families		Total number of children from low-income families
	+		=	
# of Private School Children from low-income families		Total number of children from low-income families		Percent of Set-Aside
	÷		=	

District-wide Instructional Programs Set-Aside (does not apply to preschool programs)

Percent of Set-Aside		LEA Set-Aside Amount from Total Title I Allocation (page 5)		Amount for Private School Equitable Services
	x		=	

Parent Involvement Set-Aside

Percent of Set-Aside		LEA Set-Aside Amount from Total Title I Allocation (page 5)		Amount for Private School Equitable Services
	x		=	

Professional Development Set-Aside

Percent of Set-Aside		LEA Set-Aside Amount from Total Title I Allocation (page 5)		Amount for Private School Equitable Services
	x		=	

DISTRICT SET-ASIDES

Because the reservation of funds by an LEA will reduce the funds available for distribution to participating schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before an LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

NOTE: For LEAs that will serve schools below 35% low-income, set-asides should not be listed until the per pupil cost is determined.

Set-Asides	Description	Amount
Title I Planning Allotment	Enter Title I Planning Allotment. In the absence of the allotment information, LEA should use the appropriate "hold harmless" percentage.	\$ 1,619,690.00
1. District Administration	Consistent with State law, an LEA may reserve up to 10% for administrative activities. Indirect Cost is included in the calculation.	\$ 161,969.00
2. Parental Involvement	An LEA that receives more than \$500,000 under subpart 2 of Part A must spend at least 1% of its allocation for parental involvement activities. LEAs whose allocation is \$50,000 or less are required to expend Title I funds for parent involvement activities. however, the law does not stipulate the amount to be spent. Note: If the 1% Parent Involvement is set aside at the district level, then not less than 95% of these funds must be distributed to the Title I schools.	\$ 40,492.00
Private School	Enter the private school's pro rata share of this set-aside. See page 3.	\$
3. Pre kindergarten	The LEA may reserve funds as are reasonable and necessary to conduct authorized activities such as preschool programs.	\$
4. Professional Development	Each LEA shall use not less than 5%of their Title I funds for professional development activities to ensure that teachers who are not highly qualified become "highly qualified," as defined by section 1119. Not applicable if 100% of teachers are highly-qualified.	\$80,998.00
Private School	Enter the private school's pro rata share of this set-aside. See page 3.	\$
5. LEA Improvement	If the district is in LEA Improvement, 10% of the LEA allocation must be spent for professional development including funds reserved for professional development for schools in School Improvement but excluding funds reserved for professional development under section 1119.	\$161,969.00
6. School Improvement	Each LEA shall spend an amount equal to 20% of its allocation for provision of school choice related transportation costs and supplemental education services unless a lesser amount is needed. If Title I, Part A funds will be used to fund this set-aside, indicate the amount.	\$ 200,000.00
7. District-wide Instructional Initiative	Enter the amount to be reserved for such initiative(s).	\$
Private School	Enter the private school's pro rata share of this set-aside. See page 3.	\$
8. Homeless	Each LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in participating schools to serve homeless children who do not attend participating schools.	\$ 5,000.00
9. Neglected/Delinquent	Enter the amount for Neglected and/or Delinquent. This will be received as a separate allocation amount.	\$
10. Other (please specify)	Instructional Technology Specialist	\$ 72,045.00
	SES Contracted Services (Oversight)	\$ 10,000.00
TOTAL	Enter the TOTAL set-aside . Calculate the total of all set-asides listed.	\$ 732,473.00

SCHOOL ALLOCATIONS

Funds are allocated based on the number of children from low-income families in each eligible school attendance area or school. Allocation per child may vary by school, as long as higher per-child allocations are provided to schools with higher percentages of low-income children. For schools in school improvement, the LEA may not reduce allocations by more than 15% for schools in corrective action or restructuring.

1. Title I Allotment	Enter Title I Planning Allotment . In the absence of the allotment information, LEA should use the appropriate "hold harmless" percentage.	\$1,619,690.00
2. Projected Carryover Funds for School Allocations	Enter the amount of projected carryover funds that the LEA will include in the school allocations. The LEA is not required to expend all carryover funds for school allocations.	\$ 84,290.00
3. Set-Asides	Enter the TOTAL set-aside from the previous table.	\$ 732,473.00
4. Title I Funds To Be Allotted To Schools	Enter the total amount of Title funds to be allotted to schools . <i>(Title I Planning Allotment) plus (Project Carryover Funds) minus (Total Set-Asides) = Title I Funds Allotted to Schools.</i>	\$ 971,507.00
5. Number of Low-Income Children	If the LEA serves no schools below 35% low-income, the total number of low-income children is the number of such children in the schools being served. Include eligible private school children from participating private schools.	2213
6. Number of Low-Income Children (125% rule)	If the LEA serves schools below 35% low-income, the total number of low-income children is the number of such children in the district as a whole. Include eligible private school children from participating private schools.	
7. Cost Per Low-Income Child	Calculate and enter the cost per low-income child . If the LEA serves no schools below 35% low-income, then <i>(Total Title I Funds Available) divided by (Number of Low-Income Children) = Cost Per Low-Income Child.</i>	\$ 439.00
8. Cost Per Low-Income Child (125% rule)	Calculate and enter the cost per low-income child using the 125% rule. If the LEA serves schools below 35% low-income, then <i>(Total Title I Funds Available) divided by (Number of Low-Income Children) multiplied by 125% = \$ Per Low-Income Child.</i>	\$
9. Number of Eligible Private School Children	Enter the number of eligible private school children (if applicable). To be eligible, a child must be low-income and reside in Title I-participating attendance area.	
10. Private School Title I Allotment	Calculate and enter the private school allotment . The allotment is determined by <i>(Number of Eligible private school children) multiplied by (Cost Per Low-Income Child) = Private School Title I Allotment</i>	\$

POVERTY BANDS (If applicable)

Band	Poverty Percent Or Grade Spans		Per Pupil Cost
	From	To	
1			
2			
3			
4			
5			
6			

Complete the table to show how poverty bands will be implemented. If poverty bands are used, indicate whether the band is determined by using *poverty* or *grade span* (K-5; 6-8; etc.)

EXAMPLE (based on Poverty Percent):

Poverty Band	Percent Low-Income	Per-Pupil Cost
1	From 100% to 75%	\$500.00
2	From 74% to 50%	\$300.00
3	From 49% to 35%	\$150.00

DISTRICT SET-ASIDE JUSTIFICATIONS (Attach additional pages as needed).

TITLE I DISTRICT-LEVEL STAFF POSITIONS: List all Title I district-level staff positions. (NOTE: A job description must be on file in the LEA for each position listed.) All split-funded positions funded through Title I must maintain time and effort logs.

	Name	Position	FTE	Responsibilities to the Title I Program	Fund Source (List name of specific Set-aside)
	1	2	3	4	5
1	Dianne Carter	Director	0.5	Director of the Title I Program (Federal guidelines, policy and regulations)	Administrative
2	Jackie Debnam	Administrative Asst	0.5	Secretarial support and managerial support for the Director	Administrative
3	Ginger Kannon	ESL Lead Teacher	0.25	Support for at-risk students and teachers, provide staff development for teacher and assist with parent involvement. Assists with translations.	Administrative
4	Betsy Bryan	Instructional Tech	1.0	Assists in the coordination of the instructional program as related to technology in Title I Schools. This includes professional development and technical support. The position enhances the other ITS in that her responsibilities will be directly related to QTL training and support at all Title I schools.	Set Aside

PARTICIPATION OF CHILDREN IN SPECIAL POPULATIONS: Complete for Homeless Children Attending Non-Title I Schools and Migrant Children Attending Title I Schools.

1. Enter the number of homeless children that were identified in the previous project year.	68 Elementary; 28 Middle & 28 High	
2. Does the district receive McKinney-Vento (PRC 026) funds?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does the LEA provide services comparable to those provided to children in Title I schools to homeless children who do not attend participating schools?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4. Does the district receive Migrant Education Program (PRC 051) funds?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5. Does the LEA assure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive Title I services?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

DISTRICT-WIDE INSTRUCTIONAL INITIATIVES: If program funds are expended for district-wide initiatives, justify such expenditures by describing the services, programs, and activities. Show the demonstrated relationship between needs assessment data and the proposed instructional initiatives that provide an equitable opportunity for participation of all Title I schools.

Name of District Initiative	Identified Need(s)	Objectives in measurable terms	Indicate student population that will participate

RESERVATION OF FUNDS FOR SCHOOL IMPROVEMENT SANCTIONS: List the schools currently in Title I School Improvement or on the Watch List. Indicate the amount of funds used for implementation of public school choice and supplemental education services for the 2006-2007 School Year.

	SCHOOL	Watch List		SI Year 1		SI Year 2		Corrective Action		Restructuring Year 1		Restructuring Year 2	
		R	M	R	M	R	M	R	M	R	M	R	M
1	Bunn Elementary		x										
2	Laurel Mill Elementary		x										
3	Franklinton Elementary			x									
4	Louisburg Elementary			x									
5													
6													
7													
8													

The total of School Improvement funds expended for 2006-2007 : Transportation for Public School Choice SES

The 2007-2008 set-aside amount for School Improvement is: 20% of the Title I Allotment Less than 20% of the Title I Allotment
 PRC 105 (_\$30,000_); State Funds Low Wealth (\$68,938.00); and Remediation Funds

List any other funds sources that will be used for School Improvement sanctions: (_\$25,000.00_)

CARRYOVER FROM SET-ASIDES: Funds not expended from the previous year's set-asides for Parental Involvement and LEA Improvement must be expended in the current project year and appropriately coded as such. List the amount of carryover for Parental Involvement and LEA Improvement that will be expended in addition to the current year's set-aside amount.

2006-2007 Set-Asides	Unexpended Carryover Amounts	Budget Code Used for Planning Project
Parental Involvement (1% required district set-aside)	(Spent more than the 1%)	
LEA Improvement (10% required district set-aside)	N/A (Not in LEA Improvement 06-07)	

OTHER CARRYOVER: The amount of funds available for carryover is limited to 15% of the current year's allocation. List the estimated total amount of carryover funds for the district. List the amount of carryover used in School Allocations. List any other uses of carryover funds planned for the current project year. Describe the plans for use of carryover funds.

Estimated Total Amount of Carryover Funds	\$244,000.00
Total Amount of Carryover Funds to be Used in School Allocations	\$84,290.00
Will carryover funds be expended for any district-wide initiative?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, list the amount to be used: <input type="text"/>
Explain:	

ELIGIBLE SCHOOLS SUMMARY (Instructions)

School Attendance Areas: Title I funds can only be used in eligible school attendance areas. A "school attendance area" means the geographic area of a particular public school in which the children served by that school reside. An "eligible school attendance area" is one where the percentage of children from low-income families who live in the school attendance area is at least as high as the percentage of children from low-income families in the LEA as a whole. Complete the following page listing all schools in the LEA according to the directions. List all schools in the LEA in **rank order** in descending order from highest percent (not number) of poverty to lowest percent of poverty. Number 1 is the highest poverty school in the system; number 2 is the second highest poverty and so on to the lowest poverty school.

- Column 1** Enter the official public **school name** as given in the State Directory. List schools in descending order according to column 7.
- Column 2** Enter the official 3-digit **school code** as indicated in the State Directory.
- Column 3** Specify the official **grade span** of the school as indicated in the State Directory.
- Column 4** Enter the number of **children enrolled** in the public school listed in column 2. Include only children, ages 5 through 17, living in each school attendance area. Calculate and enter the **total of column 5**.
- Column 5** Enter the number of **children from low-income families** (public school count). Calculate and enter the **total of column 5**. Statute specifies 5 measures of poverty that LEAs may use:
- 1) Census data
 - 2) Free and reduced lunch eligibility
 - 3) Temporary Assistance to Needy Families (TANF) eligibility
 - 4) Medicaid eligibility
 - 5) A composite of above measures
- Column 6** For each school, divide the low-income in Column 5 by the attendance in Column 4 to find the school's **percent low-income**. Convert decimal to a percent. Round off to nearest hundredth (e.g., 46.85). To determine the **district average percent low-income**, divide the **total of column 5** by the **total of column 4**. Round to nearest hundredth.
- Column 7** Indicate the **eligibility code** used to qualify each school to be served. Use the following legend:
 0 = Not Eligible
 1 = Low income percentage equals or exceeds system's average
 2 = 35 percent or more of children in school attendance area are low-income
 3 = School is being served for one additional year, although it no longer meets eligibility requirements (grandfather clause).
- Column 8** Indicate whether or not the school will receive Title I services. Yes (Y) or No (N). The LEA must serve all schools over 75% low-income before serving any school at or below 75% low-income.
- Column 9** Indicate whether or not the school was served with Title I funds in the previous school year with a Yes (Y) or No (N).
- Column 10** Indicate whether the school operated a different program model (Schoolwide or Targeted Assistance) last year as compared to the model that will be operated in the current project year with a Yes (Y) or No (N).

Source of Low-Income: Low-income and membership data should be collected during the same time period. Measure(s) selected must be used consistently throughout the LEA to select schools and allocate funds.

- ◆ Enter the **number of eligible schools**. (Any school at or above the system's average or at or above 35% low-income.)
- ◆ Enter the **number of schools to be served**.
- ◆ Enter the **source of low-income** and the **date** the data was collected. (e.g., free/reduced lunch data, AFDC, etc.)
- ◆ Enter the **source of membership** (total number of resident children) and the **date** the data was collected. (e.g., principals monthly report, SIMS data, etc.)

ELIGIBLE SCHOOLS SUMMARY (Attach additional pages as needed).

	School	School Code	Grade Span	*RESIDENT CHILDREN		Eligibility Code	School Served (Y or N)	School served in 2006-2007? (Y or N)	School operate a different program model in 2006-2007? (Y or N)	
				Total	LOW-INCOME					
					Number					Percent
1	2	3	4	5	6	7	8	9	10	
1	Laurel Mill Elementary School	330	K-5	312	240	76.92	2	Y	Y	N
2	Louisburg Elementary School	332	K-5	493	378	76.67	2	Y	Y	N
3	Franklinton Elementary School	318	K-5	612	398	65.03	2	Y	Y	N
4	Terrell Lane Middle School	338	6-8	596	373	62.58	2	N	N	
5	Edward Best Elementary School	316	K-5	515	294	57.09	2	Y	Y	N
6	Bunn Elementary School	304	K-5	675	363	53.78	2	Y	Y	N
7	Louisburg High School	336	9-12	714	365	51.12	2	N	N	
8	Cedar Creek Middle School	312	6-8	720	360	50.00	2	N	N	
9	Royal Elementary School	339	K-5	636	302	47.48	2	Y	Y	N
10	Bunn Middle School	310	6-8	666	314	47.15	2	N	N	
11	Franklinton High School	321	9-12	724	284	39.23	2	N	N	
12	Youngsville Elementary School	340	K-5	679	238	35.05	2	Y	Y	N
13	Bunn High School	338	9-12	912	309	33.88	0	N	N	
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
DISTRICT TOTALS				4527	8,254	51.10				

Number of Eligible Schools 12

Number of School Served 7

Source of Low-Income Child Nutrition Report

Date Collected March 14, 2007

Source of Membership Child Nutrition Report

Date Collected March 14, 2007

Grade-Span Grouping:

If grade span grouping will be used to identify eligible school attendance areas/schools, indicate the grade span(s) chosen. Provide either as K-5, K-8, K-12, 6-8, or 9-12.

K

 - 5

COMPARABLE SERVICES ----NOT APPLICABLE---

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if --

- the school meets comparability requirements; and
- the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed. Note: Approval for skipping schools is contingent upon the LEAs provision on substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost: Calculate per pupil amount based on inclusion of the schools listed below in Title I Funds to be Allotted to Schools (page 5) _____

School Name	Grade Span	Number of Low-Income Students	Anticipated Title I Funding	Comparable Funding Source(s)	
				Local Supplemental Dollars	State Supplemental Dollars
1	2	3	4	5	6

Description of Comparable Funds: Provide a description of the per pupil allocation of staff, curriculum materials, and instructional supplies provided for non-Title I schools compared to the school(s) eligible for Title I funds that the LEA proposes to skip.

Description of Comparable Services: Provide a brief description of the comparable services to be offered.

Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program--

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program.

SCHOOLWIDE PROJECT SCHOOLS FUNDING

List schools in rank order according to percent low-income. If no Title I school wide programs will be operated for the current year, indicate NA by checking the appropriate box under the LEA Code. Attach additional pages as necessary (11a, 11b, etc.). Note: Schools in Title I school improvement are required to spend not less than 10 percent of their Title I allocation on providing quality professional development. [Section 1116(b)]

School Code	School Name	RESIDENT CHILDREN			Per Pupil Cost	Currently in SI Year 2, CA, or Restructuring? (Y or N)	School Allocation	Staff Funded by Title I (List as Full-Time Equivalent)			
		Number Enrolled	LOW-INCOME					Tchrs	Paras	*Other see below	Tutors (Y or N)
1	2	3	4	5	6	7	8	9	10	11	12
330	1. Laurel Mill Elementary	312	240	76.92	\$439.00	N	\$105,360.00	1	1		
332	2. Louisburg Elementary	493	378	76.67	\$439.00	Y - Yr 1	\$165,942.00	3			
318	3. Franklinton Elementary	612	398	65.03	\$439.00	Y - Yr 1	\$174,722.00	2	1		
316	4. Edward Best Elementary	515	294	57.09	\$439.00	N	\$129,066.00	1	2		
304	5. Bunn Elementary	675	363	53.78	\$439.00	N	\$159,357.00	1	2		
339	6. Royal Elementary	636	302	47.78	\$439.00	N	\$132,578.00	1	3		
340	7. Youngsville Elementary	679	238	35.05	\$439.00	N	\$104,482.00	2			
	8.										
	9.										
	10.										
	11.										
	12.										
	13.										
	14.										
	15.										
	16.										
	17.										
	18.										
	19.										
	20.										
	21.										
	22.										
	23.										
	24.										
	25.										
TOTALS		3922	2213				971,057.00	11	9		
*Provide a description of any Other positions not described in column 9, 10, or 12 that will be funded by Title I.											

NOTE: Schools in Corrective Action or Restructuring must receive an allocation that is not reduced by more than 15% as compared to the previous year's allocation.

SCHOOLWIDE PROJECT SCHOOLS NARRATIVE

Provide an **LEA summary** of the ten (10) school wide components being implemented in participating schools, as described in section 1114. All activities in schoolwide projects should reflect the statutory requirement that schools particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards as determined by the comprehensive needs assessment of the school. Attach additional pages as needed.

1. **COMPREHENSIVE NEEDS ASSESSMENT** Summarize the needs as identified and prioritized in the data analysis.

Student Achievement

Based on last school year's results, 2 out of 6 Title I elementary schools made AYP. The subgroups that failed to reach the benchmark included White subgroup in Math (LMES) and Economically Disadvantaged in Math (BES). Both FES and LES did not make the benchmark in Reading in the Economically Disadvantaged subgroup. Even though there were not enough students at the individual school level, when rolling the data to the district level with Title I schools, both the LEP and Students with Disabilities missed AYP in Reading. Currently we have 2 schools in school improvement Year 1 and two on the watch list. Specific needs include 3rd grade reading; conventions in writing; and multi-step word problems, measurement and geometry strands as measured by benchmark assessments.

Instructional Programs

All Title I schools have a balanced literacy program, with 3 of the 7 being Reading First Schools using open court as the core program. The 4 non Reading First schools adopted Benchmark materials in lieu of a basal. Differentiation of instruction in leveled reading groups will continue to be a main focus. Word study is an integral part of the literacy initiative. The concentration in mathematics is investigative math which takes a hands-on problem solving approach. Empowering Writers as aligned with the North Carolina Writing Assessment will continue to be the writing program district wide. Each school has other individual programs that enhance the three aforementioned district wide programs. There is a need for more integration in the instructional programs.

School Organization

Each of the district's Title I schools are K-5 schools with grade level teachers and specials offered at each school. Common grade level planning is the norm in all schools. Each school has a Curriculum Resource Teacher. Either a PTA or PTO serves as the parent organization and all schools have parents on their school improvement team.

Parental Involvement

Each school has PTAs or PTOs as well as parents on the School Improvement team. In addition, each school has programs throughout the school year to keep parents informed; to assist in the understanding of their child's progress and to stay abreast of new instructional programs. Each school uses a school agenda for each child to take home nightly for parents to sign. Parents are also a part of the personalized education plan of the student that is considered at risk and all schools send home home/school compacts.

Professional Development

Seventy-five percent of respondents to a needs assessment survey agreed the greatest need was for teaching strategies and classroom practices with 70% strongly agreeing teachers needed to work in learning communities and collaborate. The embedded professional development model of Whole Faculty Study Groups will continue at each school throughout the 2007-2008 school year with an expansion of teachers at each school being trained in QTL. The QTL trainer(s) will introduce teachers to instructional theories and practices through content and skills-based activities that seamlessly incorporate the use of technology as an instructional resource. In addition, there will be district level Math, Reading and Writing Study groups that will meet monthly throughout the year. QTL support coaches will monitor and support at each school based on areas of strength and areas of need.

See additional pages 11a – 11c attached

7. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

According to the Southwest Educational Development Laboratory (2002), families have a major influence on their children's achievement in school and through life. Therefore, when schools support families to be involved at home and in school, students of all backgrounds achieve at higher levels. Each of our Title I schools has made a commitment to increase parental involvement, not only at school, but also in their child's academic schooling process. The school system continues to use and support a countywide parental involvement framework based on the No Child Left Behind Legislation that was implemented in all Title I schools in the 2002-2003 school year. The Parent Involvement Plan Minimal Components for each school are as follows:

- Parent Involvement Policy (shared with parents and on file in office) ... (parent involvement policies are in English and Spanish)
- Parent/School Compacts (signed by parents and on file in office)
- School Improvement Team and/or Title I Committee with parents involved in decision-making
- Annual meeting at the school level with information about Title I program(s) and how it will help children
- Professional development with teachers on how to work with parents, parent conferences, lines of communication, dissemination of information particular emphasis on assessments (on-going), included in Personalized Education Plans, etc.
- Parent sessions on a regular basis inclusive of information on curriculum, assessment, how parents can help their children, role of technology, etc.
- Having a parent program in place with either a purchased program proven to be successful or a program developed at the building level for parent involvement.
- Disseminating the core curriculum summaries to all parents.
- Parent conferences as designated times on the school calendar.
- Surveys of parents on the total school program.

8. PRESCHOOL TRANSITION STRATEGIES

Franklin County Schools' places a strong emphasis on transition strategies. We agree with the research of Robert C. Pianta of the University of Virginia that stated, "The entrance into kindergarten marks children's first interaction with formal schooling, and research shows that success during this first year may predict later school success. This transition period may be a critical area in helping meet the national goal to ensure that all children enter school ready to learn."

There are four critical elements or keys to the successful transition of young children and families as they move from preschool to kindergarten. Educational staff in both settings facilitates transition by:

- providing program continuity through developmentally appropriate curricula for preschool and kindergarten children;
- maintaining ongoing communication and cooperation between preschool and kindergarten staff;
- preparing children for the transition; and,
- involving parents in the transition.

In the plan for 2007-2008, we plan to continue having a Title I parent involvement station at Kindergarten registration in each Title I school that affords parents a time to observe teachers modeling reading to children, obtain materials and strategies to work with their child over the summer prior to entering Kindergarten, giving each child a book to take home over the summer and a calendar to with specific strategies mapped out for the parent. These materials are provided in English and Spanish. Several schools visit local pre K centers to talk with students and the Headstart classes visit the schools in their district. The Director of Title I has a parent class on transitioning into Kindergarten with the Local Headstart.

See additional pages 12 a -12b attached

NOTE: Schools in Corrective Action or Restructuring must receive an allocation that is not reduced by more than 15% as compared to the previous year's allocation.

Title I Participant Identification

Describe how children will be identified and selected for services. When all eligible children cannot be served, describe how the children most in need of educational assistance will be selected for participation.

Instructional Approach(es)

Describe the instructional approach(es) to be employed.

Types of Materials and Equipment Used

Discuss the type of materials and equipment to be used in the provision of services.

Monitoring of Progress/Other Assessments Used

Describe how targeted assistance schools will monitor the progress of participating children and the assessments to be used to determine program effectiveness.

Professional Development for Staff

Describe the professional development to be offered to the staff working in the project.

PARENTAL INVOLVEMENT

Sections 1118 of the No Child Left Behind Act (NCLB) requires the involvement of parents of participating children in the design and implementation of Title I projects. A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Describe the programs, activities, and procedures established to build the schools' and parents' capacity for meaningful parental involvement.	
1	Each school served under this part shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of the Title I program, and the right of the parents to be involved. Describe: Each school will have an open house and parent meeting at the beginning of the school year in which the total school program will be discussed and acknowledged by parents. Each school's parent advisory committee, PTA and/or PTO will be yet another avenue for informing parents. Each school will have all the components of Title I embedded in their School Improvement Plan that parents have access. In addition, we will be using school websites for programs and activities that relate directly to Title I or collaboration of Title I and other sources. All Title I schools' current parent involvement policy has been reviewed and revised to reflect the changes of the new NCLB legislation. Schools will use parent newsletters to inform parents that do not attend meetings.
2	Each school served shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. Describe: Student/parent orientation hours will be flexible to accommodate working parents. Flexible schedules on workdays allow time for meetings in the afternoon and night. Committee meetings will vary to have meetings at night for more parent involvement in decision-making. The schools make every effort to vary meeting times to accommodate the populations of their school. Title I funds pay 25% of the salary of a lead teacher and parent involvement coordinator to work with teachers and parents with an emphasis on the growing Hispanic population.
3	Parents should be involved in an organized, ongoing, and timely way, in 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 (if applicable). Describe: Agendas, sign/in sheets and/or minutes of meetings will reflect the involvement of parents in decision-making through the School Improvement Team, Parent Advisory Council and Parent/Teacher Organizations. Surveys of parents serve as other means of collecting parent input to include in the organization, management and function of the total school program. Parents also have input in planning, review, and improvement of the Title I programs through approval or disapproval of drafts and completing written evaluations.
4	Parents must be provided with timely information about programs under this part; and a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Describe: All Franklin County Schools' Title I parents will have access to core curriculum summaries at the beginning of the school year with the goals of all academic areas as described by the NC Standard Course of Study and any required testing (local and state) for each grade level. All students and parents receive a Student Code of Conduct handbook with discipline policies and state gateways and local promotion and retention policy. The Student Code of Conduct Handbook is offered in Spanish. In addition open house at the beginning of school with additional parent meetings throughout the school year affords parents information on assessment. Parent nights and Parent Academies will be used to update parents on changes in any program. Other means of providing timely information is through newsletters, website, group emails, parent conferences, grade level parent meetings and PTA meeting agendas. Several schools use their marquis signs, teacher letters and phone logs. All parents receive letters with benchmark assessment data.
5	If requested, schools must provide parents opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Describe: Each school will post at the beginning of school dates for regular School Improvement Team meetings. These meetings follow the open law policy and all parents can attend; however, parents are represented on the committee and are elected to serve on the committee by other parents. Other meetings on PEPs and IEPs include parent input in decision making concerning their child's progress. Parent conferences are regularly scheduled. Most all Title I schools have at least one report card pick up as a time to share with parents.

6	If the school wide program plan(if applicable) is not satisfactory to the parents of participating children, the school is required to submit any parent comments on the plan when the school makes the plan available to the LEA.
Describe: Parents serve on the School Improvement Team and/or Title I Committee. Surveys and evaluation forms will be used to provide parents the opportunity for comments on the school wide programs. Any parent complaint will be documented at the school level with a copy kept at the school and a copy sent to central office to the Director of Elementary Ed/Title I.	
7	Each participating school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve State standards.
Describe: Franklin County Schools has a uniform school-parent compact that is sent home by students at the beginning of school. Currently, it includes commitment from the school (signed by the principal), the parent (signed by parent or guardian) and the student (signed by the student). On the back of the compact is pertinent information about the NC ABCs and gateways as well as reference to the local promotion and retention policy. The compact is also translated in Spanish since that is our growing minority population. All Compacts are kept on file at the building level. Their will be an additional statement in the 2007-2008 home school compact in connection with the State Board Policy on healthy active children and the roles of the parent/school.	
8	LEAs and schools served under this part shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the State's academic content standards and State student academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
Describe: Each school has had and will continue to have parent school compacts that have the standards (gateways) printed on the back. Core curriculum summaries will be available online to each parent explaining the curriculum as well as what is tested at each grade level. All Title I schools will have a 2006-2007 parent involvement plan which will include sessions provided to parents for the purpose of explaining academic content standards and the way the school will implement the monitoring of student progress and share results with parents. The plan will further identify sessions on how parents can help their children at home. Parent conferences, interim reports, benchmark test results and parent input into personalized education plans for all at risk students are some of the strategies to be employed at the building level. The parent involvement policy will reflect changes as reflected in the new legislation.	
9	Parents must be provided materials and training to help them to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
Describe: Beginning with the At Home Reading Training at Kindergarten registration, each Title I school will offer sessions for parents on what parents can do to help their children. A detailed outline of the sessions will be embedded in the School Improvement Plans. The schedule for these sessions will be given to parents in the Fall of 2007 for the school year. One component of the parent programs will incorporate using technology. Additional funds for the 2007-2008 school year will include a collaboration with Friends of the Library. Each Title I school has materials available for parents, one such example being Bunn Elementary that uses Summer Counts materials for parents to help their children in the summer.	
10	LEAs and schools are required to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in 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.
Describe: Each year all beginning teachers have in-service with the district's ILT Coordinator. One of the areas addressed is parent communication, including but not limited to the following: parent-teacher conferences, parent newsletters, parent logs and telephone calls. Each Title I school will have in their School Improvement Plan for the 2007-2008 a staff development for all teachers on how to work with parents and the need for parental involvement based on research. This will be held the first nine weeks of school. Current research to help educate school personnel on how to work effectively with parents will be distributed by the Director of Title I and/or Curriculum Resource Teachers. Each Title I staff will receive a brochure on initiatives for the 2007-2008 school year with a section on tips for the parent-teacher conference.	
11	To the extent feasible and appropriate, there should be coordination and integration of parent programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public school preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
Describe: Parents as Teachers will continue for the 2007-2008 school year with an expansion to include more Hispanic families. This partnership with SMART START affords opportunities in the home to help parents realize they are their children's first teacher.	

12	LEAs and schools shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
Describe: There is money in the administrative budget to contract the translation of materials such as compacts, handbooks, policies, etc. as needed. The Director of Title I has also purchased the NCLB compliance manual that offers many materials that are translated. The ESL department offers their services to be translators at meetings and translate materials to be sent home to parents. The part time Lead teacher contributes much of her time for translations.	
13	In carrying out the parental involvement requirements, the LEA and school, to the extent practicable, shall 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 in a format and, to the extent practicable, in a language such parents understand.
Describe: In addition to the parental involvement opportunities at the building level, parent meetings of LEP and migratory students are held on a quarterly basis. Visits are made to homes as needed. Parents as Teachers program send teachers into the home to work with parents. Franklin County Schools has an International Center used for enrolling students and helping families with immediate needs. The ESL program has offered translating services as much as possible for parents with needs. Parents are included in Student Support Team meetings held at the school level for students with disabilities	
14	LEAs and schools may adopt and implement model approaches to improving parental involvement.
Describe: N/A	
15	LEAs and schools may adopt appropriate roles for community-based organizations and businesses in parent involvement activities.
Describe: We have some schools that have been adopted by a business. In 2007-2008 community based partnerships will continue to be pursued with emphasis on volunteers in the school to work directly with helping children, motivating children to read and setting personal goals.	
16	Parents may be involved in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
Describe: Parents are included in a district-wide needs assessment survey which includes an area on professional development needs. Parents are able to give input into what they feel are specific needs of educators in the district.	
17	If the LEA has exhausted all other reasonably available sources of funding, Title I funds may be used to provide necessary literacy training.
Describe: N/A	
18	Title I funds may be used to pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
Describe: Many of our schools have their PE teachers, local high school students and/or college students, and local Girl Scout or Boy Scout troops to offer child care during parent academies or parent training sessions. We hope to see this expand in the coming year.	
19	LEAs and schools may train parents to enhance the involvement of other parents.
Describe: N/A	
20	LEAs and schools may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
Describe: Many schools offer meetings during the day and at night to accommodate parents. Teachers working in the parent as teachers program make home visits. Several of the ESL staff also make home visits.	
21	District parental advisory councils may be established to provide advice on all matters related to parental involvement in Title I programs.
Describe: N/A	

TITLE I FUNDED PREKINDERGARTEN CLASSES –NOT APPLICABLE

Title I Funded Pre-Kindergarten (PK) classes are those that are funded primarily with Title I funds. Subsidy funds (e.g. More at Four) may be used to supplement a Title I PK program. Children from preschool through grade 2 must be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that Determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards. Attach additional pages if needed. **Note: All participating students in district set-aside Title I funded must be selected based on Title I criteria.**

Site	No. of Classes	No. Per Class	Funding Source: 1 District Set-Aside 2 School Allocation	Title I Paid Staff in Full Time Equivalents (FTEs)		
				Teachers	Paras	*Other
1	2	3	4	5	6	7
TOTALS						

Estimated Cost

The total estimated cost of operating all of the classes listed above is: _____
 (Include all funds needed including teacher salaries and benefits, materials and supplies, equipment, snacks, professional development costs, parental involvement costs, field trips, etc.)

Dual Eligible Students

Do any Title I eligible students also qualify for More-at Four or Even Start funding? Yes No If yes, complete the following:

Site for Title I Funded Classes (as listed above)	Classes with Dual Eligible Students for Each Site	No. of Dual Eligible Students Per Class	More-at-Four Funding Per Child	Estimated Total of More-at-Four Funds	Estimated Total of Even Start Funds

TITLE I FUNDED PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

<p>Title I Participant Identification: Describe how the district will select students to participate in the Pre-Kindergarten program.</p>
<p>Curriculum and Instructional Approach: Describe curriculum to be used by the district, the instructional approaches to be employed in the classrooms, and the type of materials and equipment to be used in the provision of services.</p>
<p>Monitoring of Progress/Other Assessments Used: Describe how children's progress will monitored and the assessment instruments to be used in this process.</p>
<p>Professional Development for Staff: Describe the professional development to be offered to the staff working in the project.</p>
<p>Parental Involvement: Describe the strategies to be used to involve families in the education of their child(ren).</p>

Check to indicate any other PreK programs that operate in the LEA:

Head Start
 Smart Start
 Exceptional Children
 More at Four
 OTHER: _____

BLENDED PRE-KINDERGARTEN CLASSES Blended Pre-Kindergarten (PK) classes are those funded by a variety of programs, with each program providing funding in proportion to the number of children served by that program (i.e. selection of children based on each programs specific selection criteria). Title I selected children from preschool through grade 2 must be selected solely on the basis of multiple criteria such as teacher judgment interviews with parents, and developmentally appropriate measures hat determine which children are failing, or most at risk of failing to meet the State's challenging content and student performance standards. All participating students in district set-aside Title I funded PK must be selected based on Title I criteria.

Site	No. of Classes	No. Students Per Class	Title I Paid Staff (in FTEs)		Programs			Amount of Title I Funding For Site
			Tchrs	Paras	% Title I Funds	% EC Funds	*% Other Funds	
1	2	3	4	5	7	8	9	10
1.								\$
2.								\$
3.								\$
4.								\$
5.								\$
6.								\$
7.								\$
8.								\$
TOTALS								\$
*Specify								

Estimated Cost

The total estimated program cost of operating all of the classes listed above is _____

(Include all funds needed including teacher salaries and benefits, materials and supplies, equipment, snacks, professional development costs, parental involvement costs, field trips, etc.)

Dual Eligible Students

Do any Title I eligible students also qualify for More-at-Four or Even Start funding? Yes No If yes, complete the following:

Site for Title I Funded Classes (as listed above)	Classes with Dual Eligible Students for Each Site	No. of Dual Eligible Students Per Class	More-at-Four Funding Per Child	Estimated Total of More-at-Four Funds	Estimated Total of Even Start Funds

TITLE I BLENDED PRE-KINDERGARTEN CLASSES PROJECT DESCRIPTION

<p>Title I Participant Identification: Describe how the district will select students to participate in the Pre-Kindergarten program.</p>
<p>Curriculum and Instructional Approach: Describe curriculum to be used by the district, the instructional approaches to be employed in the classrooms, and the type of materials and equipment to be used in the provision of services.</p>
<p>Monitoring of Progress/Other Assessments Used: Describe how children's progress will monitored and the assessment instruments to be used in this process.</p>
<p>Professional Development for Staff: Describe the professional development to be offered to the staff working in the project.</p>
<p>Parental Involvement: Describe the strategies to be used to involve families in the education of their child(ren).</p>

Check to indicate any other PreK programs that operate in the LEA:

Head Start
 Smart Start
 Exceptional Children
 More at Four
 OTHER: _____

PRIVATE SCHOOL PARTICIPATION

Complete one page for each participating nonpublic school. If no private schools are located in the LEA, indicate NA by checking the appropriate box under the LEA Code. Attach additional pages as needed.

Name of Non-Public School:		School Allocation (based on LEA per child amount)	
Name of Non-Public School Official:		District-wide Instructional Program Portion (based on % pro rata share)	
Address of Non-Public School:		Parental Involvement Set-Aside Portion (based on % pro rata share)	
Phone/FAX Number of Non-Public School		Professional Development Portion (based on % pro rata share)	

Project Narrative: Provide a description of the Title I educational services to be provided to participating children. The narrative should include the entire requested component below. Attach additional pages as needed.

<u>Participant Identification</u>
<u>Curriculum and Instructional Approaches)</u>
<u>Types of Materials and Equipment Used</u>
<u>Monitoring of Progress/Other Assessments Used</u>
<u>Professional Development for Staff</u>

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Complete one for each participating non-public school.

Section 1120(b) of the No Child Left Behind and § 200.63 of the Title I regulations require that timely and meaningful consultation occur between the local educational agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children;
- What services the LEA will offer to eligible private school children;
- How and when the LEA will make decisions about the delivery of services;
- How, where, and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;
- How the LEA will assess academically the services of eligible private school children in accordance with § 200.10 and how the LEA will use the results of that assessment to improve Title I services;
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with § 200.64, the proportion of funds that will be allocated to provide these services;
- The method or sources of data that the LEA will use under § 200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;
- The equitable services the LEA will provide to teachers and families of participating private school children;
- If the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decisions that affected the participation of eligible private school children in the Title I, Part A program.

STATEMENT OF ASSURANCES

Assurances are given that –

- Nonpublic school officials have provided accurate and reliable low-income data to the district for children residing in eligible school attendance areas for purposes of allocating Title I funds.
- The LEA has determined a per pupil allocation for each eligible school attendance area and reserved that amount for each nonpublic low-income child residing in the participating school attendance area.
- The educational services and other benefits offered to eligible nonpublic children are equitable in comparison to services and benefits for public school children.
- Each nonpublic school child receiving Title I assistance resides in a Title I-served school attendance area and has educational need based on multiple, objective, academically-related criteria.
- The educational services and other benefits provided to eligible nonpublic school children are secular, neutral, nonideological, and under the district's administrative direction and control.

Public School Official

Date

Private School Representative

Date

School District

Name of Private School

THE LEA MUST MAINTAIN A COPY OF THIS FORM IN ITS RECORDS AND PROVIDE A COPY TO SEA.

NEGLECTED AND DELINQUENT INSTITUTIONS

Provide the following information for each institution for neglected and/or delinquent youth operating in the LEA with Title I, Part D funds.

LEA Name:		Type of Institution:		Neglected		Delinquent
Institution Name:	<i>Type should reflect the original charter.</i>					
Institution Official:		Regular Educational Services provided by:		LEA Schools		Institution-based
Institution Address:	<i>LEA must attach a copy of the formal agreement if regular educational services are provided by the institution</i>					
				More than 30%		30% or less
Institution Phone:		Percent of students that will reside outside the boundaries served by the LEA upon leaving the facility:	<i>If 30 percent or less, the LEA must use a portion of funds to operate a dropout prevention program within its schools.</i>			
Email:						

Project Narrative

Complete the following project narrative.

Participant Identification

Describe the population served and specifically how student academic needs are assessed at intake.

Instructional Program

Describe the instructional program/project to be implemented with Title I, Part D (Subpart 2) funds. Include strategies, pupil services support, and procedures that will be used to meet the identified needs of the participants.

Types of Materials and Equipment Used

Describe the instructional materials and equipment to be used in the program/project.

Monitoring of Progress/Other Assessments Used

Describe how the progress of participating students will be monitored and the types of assessments used to determine program effectiveness.

Professional Development for Staff

Describe the training that will be offered to teachers working with neglected or delinquent students.

Transition activities

Describe the strategies that will be implemented to assist children and youth in making successful transitions from the institution.

Budget Worksheet

Prepare a budget showing how the Title I, Part D funds will be spent to improve the academic achievement of children served. Use the budget worksheet below to show how the funds will be expended. There should be a correlation between the budget line items and the activities described in the project narrative.

Description of Expenditure	Amount To Be Budgeted
Total Budget Amount	

2. **SCHOOL REFORM STRATEGIES**

As the district plans for the 2007-2008 school year, there will be three focus areas- 1) all children reading and comprehending by the end of 3rd grade, 2) closing achievement gaps in both reading and math, and 3) having safe and orderly schools for teachers to teach and children to learn. In the spring of 2004, the first steps in implementing a reform model using the WOW (Working on the Work) Model began. This framework will continue during the 2007-2008 school year using Whole Faculty Study Groups as the vehicle for looking at student work. The LEA plan and school improvement plans include a continuous improvement process based upon the percepts that: 1) all children can and will learn, 2) increased academic achievement is the mark of effectiveness, 3) the unit of change is the individual school within a systemic arena, and 4) improvement plans must involve all stakeholders. Use of the disaggregation of achievement data drives the instructional programs at each school. The 2007-2008 school year will continue to build on the balanced literacy framework with an intensive focus on literacy in the areas of guided reading and word study using the Reader's Workshop model. Bunn Elementary school uses the WINGS program in Kindergarten to build problem solving and critical thinking skills of at risk children. One school (Bunn Elementary) uses the Junior Great Books, which is an inquiry- and literature based program designed to develop the critical thinking and reading skills of students. Two schools (Edward Best and Royal) incorporate Reaching Higher as a means to enhance the reading skills of at risk students in grades 3-5. Four schools (Bunn, Edward Best, Royal and Youngsville) use Reach for Reading for at risk students in Grades 1-2. Three schools (Louisburg, Franklinton, and Laurel Mill) implemented Open Court as a result of receiving the Reading First Grant. These three schools will continue the grant in 2007-2008. Accelerated Reader is used at each school as a motivation to encourage reading. Study Island is utilized at each site for both remediation and acceleration. Each school has an AIG/High Achievers plan integrated into the school programs. Evaluation of these programs includes Literacy Assessment, Reading Levels and Math Assessment in grades K-2 and the EOG in grades 3-5. All schools use disaggregated data to focus on at risk students using a PEP with each student.

3. **INSTRUCTION BY HIGHLY QUALIFIED STAFF**

Franklin County Schools strives to seek highly qualified teachers. Currently the district has 98.7% teachers who are HQ. The North Carolina Model Teacher Consortium is an avenue used by many of our teachers and teacher assistants to further their education and professional development. In addition, Franklin County Schools offers in-house training in AIG (Academically and Intellectually Gifted) certification. Collaborations with Meredith, Saint Augustine, Shaw and North Carolina State University afford opportunities to our teachers for further qualifications in specific areas as needed. Set aside Title I dollars blended with Title II Part A funds will continue to afford teachers opportunities for both content and best practice professional development. The district has a part time staff person that works directly with lateral entry, initial licensed teachers and mentors to assist in areas that will benefit each of those teachers. The district has expanded the Master teacher program so that continuing in 2007-2008 all 1st year teachers will have a "master teacher" assigned to them throughout the school year. The district has support for teachers wanting to pursue National Board Certification. Title II funds are used for reimbursement of the PRAXIS and reimbursement of part of the tuition for up to 2 courses taken through the NC Model Teacher's Consortium. . Beginning in 2005-2006, Franklin County Schools, a high priority school based on turnover and teacher survey by the state, will receive assistance from Teacher Academy for research-based trainers to work directly with all beginning teachers for both support and training as well as monthly support meetings for candidates for National Board Certification.

4. **HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT**

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The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. Professional Development Guidelines for Franklin County Schools:

- focuses on teachers as central to student learning, yet includes all other members of the school community;
- focuses on individual, collegial, and organizational improvement;
- respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
- reflects best available research and practice in teaching, learning, and leadership;
- enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- promotes continuous inquiry and improvement embedded in the daily life of schools;
- is planned collaboratively by those who will participate in and facilitate that development;
- requires substantial time and other resources;

- is driven by a coherent long-term plan;
- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.
- trains administrators in their role as instructional leaders in school improvement, school reform and accountability

The Professional Development Framework includes the following:

- Whole-Faculty Study Groups: Professional development embedded and on-going using learning communities at both the school and district level....Follows an action research cycle with pre/post assessments targeting identified academic skills based on data
- QTL (The Centers for Quality Teaching and Learning): Requirement of QTL is WFSG training. The QTL trainer(s) introduce teachers to instructional theories and practices through content and skills-based activities that seamlessly incorporate the use of technology as an instructional resource.
- QTL Coaching: Coaches at each school to support the implementation of WFSG and the use of QTL strategies in both WFSG and ultimately the classroom. Models lessons for teachers, support the teachers in the use of QTL strategies as well as the function of the action research cycle of WFSG. Support administrators in feedback on logs and the overall implementation and works closely with central office contact to address areas of strength and areas on need.

Literacy will continue to be a goal of all Title I schools. The focus will be all children reading by end of third grade with special emphasis on guiding reading, learning centers and a strong literacy framework. The focus of the Balanced Literacy model is to help all children become better readers and writers through systematic, multi-method, multi-level instruction. The four components of this balanced literacy model include guided reading, self-selected reading, writing and working with words. For the second year, district wide study groups in Reading and Writing will help to develop guided reading lessons to be shared among all Title I schools as well as support the Writer's Workshop model for teaching Writing.

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Disaggregation of data over time shows a need for professional development in mathematics. The district will continue using math study groups that will actually discuss and design sample lessons and units that will engage students in their work and help with the connections necessary for application. These will be on the website for easy access by all teachers. Learning centers with increased use of manipulatives will also be a focus of professional development.

Guided Reading, Investigative Math and Empowering Writers will be the focus for the 2007-2008 school year. Follow-up training on Whole Faculty Study Groups with an emphasis on looking at student work and data analysis will continue as a vehicle for school improvement. Fifty-four certified staff were trained in QTL strategies in 2006-2007. A minimum of four training sessions have been scheduled for 2007-2008 with an additional 84 teachers to be trained in these research-based best practices.

5. **STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS TO HIGH NEEDS SCHOOLS** Franklin County Schools has several initiatives to recruit and retain highly qualified teachers. Currently 5 out of 7 Title I schools have 100% HQ with the other 2 Title I schools at 96.97 and 97.23% HQ due to a long term sub. The district provides dental insurance, life insurance and a local supplement. In addition a sign on bonus and retention bonus is available. The most important strategy is the effective mentoring program which offers support throughout the school year. Every 1st year teacher has a master teacher assigned to them. The master teacher is a retired teacher that supports and coaches the new teacher on a monthly basis. Franklin County Schools' orientation program has unique aspects including leveled visits to modeled classrooms. Each school has a curriculum resource teacher that gives support on a daily basis. QTL coaches will support elementary teachers during the 2007-2008 school year.
6. **INCLUDING TEACHERS IN DECISIONS REGARDING THE USE OF ASSESSMENTS**

Each of our schools has a School Improvement Team that is representative of all teachers. Grade level meetings at the building and county level are used for input on assessments and how the data will be used at the building level. During the summer, the county has a Benchmark Testing Committee made up of teachers for input into the process of benchmark tests and how the data will be communicated to parents and used for instruction. Teacher representatives select the benchmark questions based on pacing/alignments of curriculum for math and reading. One part of this process is alignment with assessments for students. The schools use the Student Support Team approach to discuss interventions using assessments as well as

other data to make decisions about students with special needs. The Superintendent's Teacher Advisory Council, representative of all schools, is yet another venue for sharing and solving teacher concerns or issues. There is a district wide initiative that will continue which gives teachers the opportunity to look at critical issues in mathematics and student work in general using an appraisal format that will be replicated in classrooms across the district. In all Title I schools teachers are included in decision-making regarding the use of assessments. During designated faculty meetings and common planning meetings in-depth conversations take place using led by the Curriculum Resource Teacher and/ or grade level chairpersons. It is highly recommended that principals be apart of these meetings and take the led in the school as the instructional leader. Assessment data is used to drive instruction, to improve teaching and learning, and to provide feedback for curriculum design. Whole Faculty Study Groups will continue during the 2007-2008 school year with support and follow up from consultants and district office. This is a continuous, cooperative, and comprehensive process which is an avenue for teachers to share, reflect and address student needs which are based on assessment data.

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9. ACTIVITIES FOR CHILDREN EXPERIENCING DIFFICULTY

Franklin County Schools began receiving funds from LEANDRO in 2004-2005. This will continue for 2007-2008. One area of emphasis is on monitoring the PEP process for all students. This will be incorporated in the new School Improvement Plans. All Franklin County Schools have a process in place for personalized education plans (PEP) for any student that is identified at risk of academic failure. This process includes students that are Level I or II on the End of Grade or End of Course test from the previous year's test. In addition, there are checkpoints at each grading period and benchmark test period for all students that have not been successful. Each school will develop at the building level a remediation plan in the fall of 2007-2008 that explains programs to be used to help students experiencing difficulty. The strategies incorporated will include before and after school tutoring programs, opportunities during extended learning at intercessions (Youngsville Elementary). The school system has a county based initiative (Growing Our Own) that provides funding for Students Helping Other Students (SOS) in each of the elementary schools where 5th grade students are paid to work with younger students that are experiencing difficulty. There are software programs for individualizing work for students. A Reading Practicum course will continue to be offered at one of the high schools for students that will have instruction for 6 weeks using Recipe For Reading and do an internship in Title I elementary schools for 12 weeks working with students in grades 2 and 3 having reading difficulties. Several schools use the community as a venue to help at risk students. For example, one school has an articulation with the local church that sponsors "Hand in Hand" tutoring. A Student Support Team model will help to provide strategies that will intervene and help children experiencing difficulty. The Title I schools also have a Student Assistance Person that helps children in small group or one on one that are having difficulties in school. The Reading First Schools focuses on tiers of students and sets aside 30 minutes each day for reading intervention using Voyager. All 7 elementary schools have Study Island which is used for remediation and acceleration. Several schools have students in the newly organized Boys and Girls Club which is housed on the Central Office Complex. One school has hired retired teachers to co-teach and work with small groups of students experiencing difficulty.

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES

State dollars fund a Teacher Assistant trained to work in the Reach for Reading program with any 1st and 2nd graders experiencing difficulty reading as well as the initial reading kits. Several schools have used and will continue to use Title I funds to expand the program to meet the needs of more students...all based on each individual school's needs assessment. Several schools have coordinated federal dollars to upgrade the reading program to include Reaching Higher to address the needs of 3rd and 4th graders. Technology funds (federal, state, and local) have continually increased technology in all schools with computer labs and computers in each classroom. In addition, there are 21 integrated classrooms and 27 integrated carts in the Title I elementary schools. Federal funds have and will continue to be used to expand the use of integrating technology into instruction to meet the varied learning styles of students. For the 2007-08 school year, blended funds will be used to continue district wide initiatives including math study groups and faculty study groups that will examine student work. In addition the district will have guided reading study groups and blended federal and local dollars will be used to pay stipends to all teachers. Title I dollars have been and will continue to be used to expand Accelerator Reader with the addition of more books and online tests. Several Title I after school and extended learning hours are a collaboration of state and local dollars used to assist with transportation. Every effort is made to **supplement** programs with funds in order to provide the types of services needed by our students. Grant dollars are also used in many of the schools to meet the individual needs of students.

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Resources used in programs. Briefly summarize the Title I and other resources used in participating schools.

Currently, all Title I school wide programs utilize Study Island with students for both remediation and acceleration. The Study Island program is used with small and whole group but differentiated to meet the student needs. This will be the fourth year that Royal Elementary will implement Reaching Higher programs. Other resources include but are not limited to: Accelerated Reader, Accelerated Math, SRA, supplementary books, manipulatives, software programs as well as adopted textbooks. All schools use leveled books, Readers' Theatre in their reading program. Three schools, (Franklinton Elementary, Louisburg Elementary and Laurel Mill Elementary) are recipients of a Reading First Grant and will use Open Court in grades K-3 for the second year. Each school will continue with guided reading and the use of bookrooms as well as resources and strategies from Empowering Writers program. Each school also has the license to the following software programs linked to QTL training: Kidspiration, Inspiration, Kid Pix, Timeliner, Graph Master, and Graph Club as well as a single school license for Image Blender. These software programs engage students in learning with several being project based.

How assessment results are reported to parents. Explain how assessment results will be reported to parents.

Nine week report cards will be sent home by students to parents with carbon copy on file, with interim reports sent each 4 ½ weeks. Parent conferences are arranged by each individual school. Several schools use workdays to arrange parent conferences. Benchmark tests, given in grades 3-5, are reported by both letters sent home and scheduled parent conferences. The individual test scores from the ABCs are mailed home to parents after testing. Letters are sent home for retesting and for summer intervention, if necessary. The school report card is online through North Carolina Department of Public Instruction and sent home to every parent either by the student or the mail. Links will be placed on individual school websites for report card information. The district website also has a link to the district and school report card and Adequate Yearly Progress data. Each at risk student has a PEP with assessment information that is shared with parents as a part of the planning process.

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