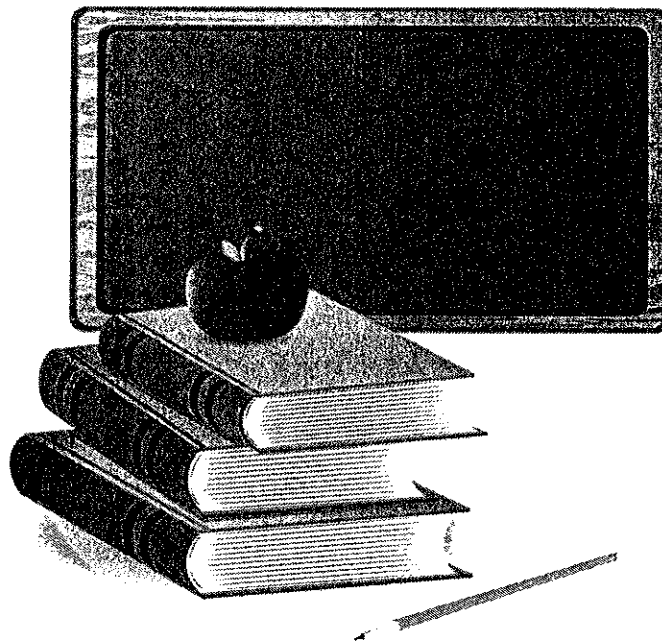


Northern Elementary School School Wide TITLE I Program

Parent Involvement Policy & Action Plan 2022-2023



**Northern Elementary School
Public Process for developing the Consolidated Resource Plan and
public reporting requirements**

**Northern Lincoln Elementary School Community:
Parent Involvement Policy and Home School Compact**

Planning Committee

Parents	
Victoria Boulis	
Administrators	
Dr. Alec Ciminello, Principal	
Natalia St. Louis, Assistant Principal	
Title I Teachers	
Kelly Tocci	
Colleen Buffery	
Terry Hayden	
Teachers	
Kathy Rhault, Terry Hayden, Kelly Tocci, Colleen Buffery	
Brooke Ensign, Anne Bibeault, Kristen Bernier, Gayle provost	
Title I Parent Involvement Coordinator	
Victoria Boulis	
Title I Director	
Mr. Kevin McNamara	

Mission/Vision/Philosophy

Each school served by the Title 1 program of No Child Left Behind shall develop jointly with parents for all children served a written parent policy that describes how parents, the entire school staff and the students will share responsibility for improved student academic achievement and how a partnership will be developed between the school and parents to help student s achieve the State's high standards.
-1118(a) (2).

This requirement supports the mission and vision of the Lincoln School Department which states:

The Lincoln Public School District, an educational system with a tradition for excellence, challenged by growth and diversity, is dedicated to building a partnership among home, school, and community. We provide educational opportunity through standards-based curriculum and high quality instruction so that all students can learn the skills needed to be productive citizens in a global society.

2. Please describe the process that your district used to prepare this consolidated Resource Plan of submission. How were teachers, building administrators, parents, students and community members involved in this process?

Policy Involvement

Vision

Title 1 provides support to students and parents through resources and research based training, enabling the Northern Lincoln Elementary School Community Reading and Math Specialists to develop high quality, enriched programs that meet the individual needs of all children, families and teachers through extended learning time above and exceeded services.

By providing a positive, caring environment with high expectations, Northern Lincoln Title 1 ensures that all students feel capable, connected, and able to make a worthwhile contribution to their community.

General Expectations

Northern Lincoln Elementary School Community is a whole school Title I program and as such will agree to the following:

- To plan with parents and provide to participating Title 1 students and parents programs, activities and procedures consistent with (Sec.1118 ESEA)
- To provide full opportunities for the participation, information, and school reports in an understandable or alternative format of parents with limited English proficiency, parents with disabilities, and parents of migratory children (Section 1111 of the ESEA)

- Parental involvement shall include: the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
 - (A) *Parents play an integral role in assisting their child's learning;*
 - (B) *Parents are encouraged to be actively involved in their child's education at school;*
 - (C) *Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;*
 - (D) *The carrying out of other activities, such as those described in Section 1118 of the ESEA*
- Parents will be informed at least yearly of services provided through the Parental Information and Resource Center in the state.

Target #1

The Northern Lincoln Elementary School Community will take the following actions to involve parents in the joint development and school review and improvement of its district-wide parental involvement plan under Section 1112 & 1116 of the ESEA.

Action Steps	Timeline	Responsible to Complete/Monitor
Hire one (1) parent liaisons to assist with outreach to parents of students who receive Title 1 services.	August 2022	Principal Title 1 Director
Parent Involvement Policy will be formatted, printed and sent home with all parents.	September 2022	Principal Title 1 Parent Liaison
Parent Involvement Policy will be available on our website.	August 2022	Parent Title 1 Website Coordinator

Target # 2

The Northern Lincoln Elementary School Community will take the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

Action Steps	Timeline	Responsible to Complete/Monitor
Weekly email News Blasts on the Skyward	September 2022-June 2023	Principal, Technology Department, Title I Parent Liaison, Title 1 Teachers, Teachers
Continue Parent workshops on: Computer based student programs linked to the new	September 2022-June 2023	Principal, Teachers

reading and math series Survey parents re: interest and feedback on workshops	September 2022 and June 2023	Principal, Title 1 Parent Liaison, Title 1 teachers, Teachers
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Target #3

To ensure effective involvement of parents and to support a partnership between the school community and the parent community to improve academic achievement our school will do the following.

Action Steps	Timeline	Responsible to Complete/Monitor
Monthly updates and information on school's Title 1 webpage	September 2022-June 2023	Principal and Title I Teachers
Create and share with parents instructional practices such as reading aloud to your child and reading strategies	September 2022-June 2023	Principal, Title 1 Teachers, Teachers, Parent Liaisons, Technology Department
Provide parents with Welcome to Title 1 Informational Packets and yearly meeting schedule	September 2022	Principal and Title 1 Parent Liaisons
Provide Parent/Student Summer Work Bags to support literacy and numeracy	June 2023	Principal, Title 1 Parent Liaison and Teacher

Target #4

The Northern Elementary School community will build the capacity of its school staff and parents to create strong parental involvement programs, to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. The following strategies will be used.

Action Steps	Timeline	Responsible to Complete/Monitor
Ideas for Parent/Student Events <ul style="list-style-type: none">Family Book ClubsReader's Theatre Night/Café, Homework, Discipline	October 2022-June 2023	Principals, Title 1 Parent Liaisons, Title 1 Teachers and Teachers
Provide time for parents to observe reading lesson provided by a Title 1 Reading Teachers	Family Literacy Center Reading Night Winter 2021	Principal, Title 1 Teachers, Teachers
Continue Home Summer Literacy Program (SLAM)	June 2023	Principals, Title 1 Teachers, Teachers

Target #5

The school will provide parents of participating children a description and explanation of the curriculum in use at the school, with grade level expectations and the forms of academic assessment used to measure student progress. This will be done with the following steps.

Action Steps	Timeline	Responsible to Complete/Monitor
Continue parents PD activities around CCSS in math and integrating Mathematical practices	September 2022	Principal/Curriculum Director
Progress report for Title 1 students will be sent home each trimester	October, January, May	Title 1 and classroom Teachers

Target #6

The school will play an important role in educating its teachers, coordinators, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Action Steps	Timeline	Responsible to Complete/Monitor
Work on recruiting additional parent members to the school-based Title 1 committee	September 2022-February 2023	Principal

Target #7

As a targeted assisted school we will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public 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 child.

Action Steps	Timeline	Responsible to Compete/Monitor
Continue to strengthen the relationship between Family Literacy Center and invite Director to participate in Title 1 meetings.	Ongoing	Principal & Assistant Principal

This policy was adopted by the **Northern Lincoln Elementary School Community:** on May 13, 2022 and will be in effect for the period of one year. The school district will distribute this policy to all parents of participating Title 1, Part A children on or before September 1, 2022.

School wide programs

1. If there are new Schoolwide Program (SWP) schools to be served in the 2022-2023 school year, list the school(s), describe the activities undertaken in the 2021-2022 planning year, and describe the support that the LEA will provide.

n/a

2. Please describe how the Title I funds requested in this application support the needs and goals as identified in the Schoolwide Plan(s), as well as the process for conducting an annual review of the effectiveness of the schoolwide program(s).

Northern

The Academic Achievement Goals in the 2022-2023 School Improvement Plan of Northern Elementary School (Goal 2) states: Maintain and enhance educational quality in English Language Arts.

Northern Elementary School is a Schoolwide Program School. One of the primary focuses of the program is reading proficiency. Title I funds will cover the costs of personnel, materials, professional development, a before school program, a summer program, and family engagement programs to implement and support the reading proficiency goal.

Title 1 funds will be used to pay salary and benefits for two (2 FTE) Reading Teachers. All Northern students are Title I students and will have access to the services provided by the reading teachers. These specialists will push into the classroom during the literacy blocks to provide small group and one-to-one differentiated instruction. They will also continue to serve as a professional resource to all classroom teachers by providing research-based strategies and job-embedded professional development that is based on the teachers' professional needs. Finally, they will serve as members of the Response to Intervention (MTSS) team to review students' academic data and make informed decisions regarding educational programming. Their roles are multifaceted and will have a positive impact on student academic growth and will help close achievement gaps.

During the year, a "one book, one school" program will help to build excitement and interest in developing a love of learning and build literacy skills. Funds will support the purchase of these texts. Likewise, the use of Discovery Ed, an online, interactive program, will help build student background knowledge. The activities on Discovery Ed help to build students' abilities to interact with content-based text in order to develop improved reading comprehension skills.

A school-wide needs assessment/parent survey is distributed to families via email and in paper, form to determine priorities for the year going forward. There is a post survey that is administered in May. The results from the post-survey are used in the development of the School Improvement Plan. The Northern Schoolwide Plan provides funding for areas not

covered by other Federal, State, and local funds. The school uses the funds to supplement programs funded or initiated by the Lincoln Public Schools.

The Academic Achievement Goals in the 2022-2023 School Improvement Plan of Northern Elementary School (Goal 1) states: Maintain and enhance educational quality in Mathematics.

Northern Elementary School is a Schoolwide Program School. One of the primary focuses of the program is mathematics proficiency. Title I funds will cover the costs of personnel, materials, professional development, a before school program, a summer program, and family engagement programs to implement and support the mathematics proficiency goal.

Title I funds will be used to pay the salary and benefits of one (1 FTE) Mathematics Intervention Teacher. All Northern students are Title I students and will have access to the services provided by the Mathematics Intervention teacher. The specialist will push into the classroom during the mathematics blocks to provide small group and one-to-one differentiated instruction. She will also continue to serve as a professional resource to all classroom teachers by providing research-based strategies and job embedded professional development based on the teachers' professional needs. Finally, the Mathematics Interventionist will serve as a member of the Response to Intervention (MTSS) team to review students' academic data and make informed decisions regarding educational programming. The role is multifaceted and will have a positive impact on student academic growth and will help close achievement gaps.

In support of improving mathematics achievement, Reflex math will be used. Reflex math uses research-proven methods and innovative technology to provide the most effective math fact fluency solution available.

Studies show statistically significant, positive results for Reflex users, and meet ESSA's Moderate Evidence requirements. Independent, third-party review for two studies is also available at The National Center for Intensive Intervention (NCII).

The CRP will support the funding of specialized training for the teachers and specialists in school-based assessments, data collection, and intervention strategies in mathematics. The specially trained teachers and specialists will work with students on testing, interventions, and blended/personalized learning.

A school-wide needs assessment/parent survey is distributed to families via email and in paper form to determine priorities for the year going forward. There is a post-survey that is administered in May. The results from the post-survey are used in the development of the School Improvement Plan.

The Northern Schoolwide Plan provides funding for areas not covered by other Federal, State, and local funds. The school uses the funds to supplement programs funded or initiated by the Lincoln Public Schools. Funds for a Mathematics Interventionist are included.

Saylesville

The Academic Achievement Goals in the 2022-2023 School Improvement Plan of Saylesville Elementary School (Goal 2) states: Maintain and enhance educational quality in English Language Arts.

Saylesville Elementary School will be a Schoolwide Program School. One of the primary focuses of the program is reading proficiency. Title I funds will cover the costs of personnel, materials, professional development, and family engagement programs to implement and support the reading proficiency goal.

Title 1 funds will be used to pay the salary and benefits of one (1 FTE) Reading Teacher. All Saylesville students will be Title I students and will have access to the services provided by the reading teachers. This specialist will push into the classroom during the literacy blocks to provide small group and one-to-one differentiated instruction. She will also continue to serve as a professional resource to all classroom teachers by providing research-based strategies and job-embedded professional development based on the teachers' professional needs. Finally, she will serve as a member of the Response to Intervention (MTSS) team to review students' academic data and make informed decisions regarding educational programming. Her roles are multifaceted and will have a positive impact on student academic growth and will help close achievement gaps.

The CRP will support the funding of specialized training for the teachers and specialists in school-based assessments, data collection, and intervention strategies in ELA. The specially trained teachers and specialists will work with students on testing, interventions, and blended/personalized learning. Saylesville will use SnapWords to help students build reading fluency. The SnapWords system teaches phonemic awareness, phonics, and orthography, instant word recognition, spelling, writing, comprehension, and fluency, delivered in a way that utilizes the three primary learning modalities, visual, kinesthetic, and auditory.

Likewise, in support of Goal #2 about reading proficiency, the program Lexia is built upon the science of reading and structured literacy and delivers systematic and explicit instruction to learners. Lexia helps learners comprehend, retain, and apply literacy foundations. Lexia's technology strengthens the relationship between teachers and students, helping them build connections that lead to trust, understanding, and true learning. It blends artificial intelligence with human intelligence to enhance, support, and inform literacy teachers without ever replacing them.

Also in support of Goal #2, during the year, a "one book, one school" program will help to build excitement and interest in developing a love of learning and building literacy skills. Funds will support the purchase of these texts.

In support of Saylesville's SIP Goal #1 regarding improving mathematics achievement, Reflex math will be used as a resource for students. Reflex math uses research-proven methods and innovative technology to provide the most effective math fact fluency solution available.

Studies show statistically significant, positive results for Reflex users, and meet ESSA's Moderate Evidence requirements. Independent, third-party review for two studies is also available at The National Center for Intensive Intervention (NCII).

The CRP will support the funding of specialized training for the teachers and specialists in school-based assessments, data collection, and intervention strategies in mathematics. The specially trained teachers and specialists will work with students on testing, interventions, and blended/personalized learning.

A school-wide needs assessment/parent survey is distributed to families via email and in paper form to determine priorities for the year going forward. There is a post-survey that is administered in May. The results from the post-survey are used in the development of the School Improvement Plan.

The Saylesville Schoolwide Plan provides funding for areas not covered by other Federal, State, and local funds. The school uses the funds to supplement programs funded or initiated by the Lincoln Public Schools.

Targeted Assistance Programs

1. Please list any new Targeted Assistance Schools (TAS), and describe the support that the LEA will provide to participating schools in the design and implementation of their TAS program(s).

n/a

2. Please provide a complete description of the LEA's TAS programs on a school-by-school basis. If the TAS program is the same across all schools, please provide on program description. This description should include student selection procedures, services provided, and monitoring of student progress. The response to this question, the program matrix, and the budget detail should all be consistent.

n/a

Parent and Family Engagement

1. Please describe the findings and recommendations of the LEA's 2021-2022 parent and family engagement policy evaluation, including any policy changes that were made as a result of the evaluation.

For Northern and Saylesville, the COVID 19 pandemic forced changes in the way that parents connected with the schools. Zoom proved an effective tool at communicating with families for conferences. The 2021-22 school year will feature a mix of both platforms. At Northern's Open House meetings, reading and math services will be discussed. At Saylesville, reading services will be discussed. Outreach will continue for each student who is receiving services.

We will continue to send letters to families, conducted phone/zoom conversations to discuss the program and shared information with all parents at the September and October PTO meetings. Each month our School Improvement Team meets and discusses the Title 1 program. As the year progresses, we will provide more information about the program and to identify our school-family activities that are planned for the Winter and Spring months to promote reading.

2. Please describe the LEA level strategy(s) that will be implemented to build capacity for effective parent and family engagement.

Northern:

Currently, parents serve on the Northern School Improvement Team as well as the Title I Committee and provide valuable input and contributions in the development of the School Improvement Plan. Northern Elementary School is working with the community to ensure the involvement of parents in the joint development and school review and improvement of the district wide Parent Involvement

Plan under Section 1116. Northern is in the process of reviewing its Parent Involvement Policy. The Parent Involvement Policy will be printed and sent home to parents and will be accessible on the website.

Parents are encouraged to participate in the annual survey. Parents volunteer during the school day and after hours. These include academic support, community building activities and celebrations of our students' efforts, accomplishments and cultural heritage. Parent representatives meet with the Superintendent and/or the Assistant Superintendent throughout the year on a range of topics.

Saylesville:

As a first year schoolwide program, our first way to build capacity for effective parent and family engagement is by informing the parents about the program. We plan to notify parents we are a Title I schoolwide program through letters and other communications. The communication will be about the program, our goals, vision and what families can expect. We have developed a Parent Involvement and Action Plan that we will disseminate and post on our website. We will also share the credentials of our Title I reading teacher as a way of introducing her to our families and how families can contact her.

We plan to hire a Title I Parent Coordinator. The Parent Coordinator will cultivate strong parental involvement and play a leading role in developing parental involvement initiatives. Our Title I Parent Coordinator will participate in professional development and workshops to gain skills and knowledge about the role. The Title I Parent Coordinator will help distribute, collect and present survey data; plan and prepare our three parent events with the help of teachers and volunteers; and serve as a resource for parents who have questions, ideas and concerns that can be shared with the members of the School Improvement Team.

Parents have opportunities to participate as partners in the improvement of our school. Parents serve on the Saylesville School Improvement Team and provide valuable input and contributions in the development of the School Improvement Plan and the Parent Involvement Policy and Action Plan. Parents are encouraged to participate in the survey and their answers are used to inform decisions and the direction of the school. Parents volunteer during the school day and after hours in a variety of areas including academic support, community building activities and celebrations of our students efforts, accomplishments and cultural heritage.

3. Please describe the school level strategy(s) that will be implemented to build capacity for effective parent and family engagement.

Teachers will engage in learning about parent/family engagement best practices in a variety of ways. These will include time dedicated at faculty and/or grade level meetings as well as CPT meetings. The parent coordinators at each school will also support teachers' professional learning on family engagement by conducting workshops and/or planning sessions.

The annual Title I meetings for Northern and Saylesville will be held in the fall. At these meetings, the schools will:

Inform parents of their schools participation in Title I (Schoolwide)

- Explain Title I requirements (Schoolwide)
- Explain what participation in the Title I, Part A program means, including providing:
 - A description and explanation of the curriculum the school uses;

- The forms of academic assessment used to measure student progress, and
 - The achievement levels of the challenging State academic standards that students are expected to meet.
- Explain the district Parent and Family Engagement Policy, School Parent and Family Engagement Policy and School-Parent Compact.
- Explain how parents and family members can be involved in planning, reviewing, and improving the school and district policies and the Schoolwide program plan
- Explain the right of parents to become involved in the school's programs and the ways to do so.
- Explain that parents have the right to request regular meetings with school staff to offer suggestions and to participate, as appropriate, in decisions about the education of their children. (The school must respond to any such suggestions as soon as practicably possible.)
- Explain that parents may request (and the agency will provide in a timely manner) information regarding the professional qualifications of the student's classroom teachers and paraprofessionals.
- Explain that the school will provide:
 - Notice when their student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned, and
 - Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments.

Northern:

Northern Elementary School is committed to enhancing public relations. The school is seeking to improve communication between home and school.

Northern Elementary School will engage families in 3 evening events during the school year. The goals and objectives of these events are to ensure that:

- Parents/guardians play an integral role in their child's learning
- Parents are actively involved in their child's education at school and are invested in follow through/practice at home;
- Parents are full partners in their child's education; and,
- The carrying out of activities, such as those identified in 1116 of the ESSA.

These events will reinforce and provide meaningful information so that parents not only gain knowledge and understanding of the curriculum but are better able to better engage and support their child's learning.

The principal will also conduct three "Round Table" sessions designed to provide parents with an opportunity to address school concerns, ask questions, and meet with the principal in a small, more relaxed atmosphere. A child's first and most influential teacher is his/her/parent(s) and or guardian. With that in mind, it is crucial to give families the tools they need to help their children academically.

Our Title I team meets once a month. Our Title I teachers routinely reach out to families to check in on their children's progress.

In an effort to strengthen the home school connection the Northern elementary reading specialist will train parents/guardians in reading strategies.

If our parents are more confident with their own literacy they will:

- Be more willing to come into our schools
- Have more confidence and/or be able to help their child with school work
- Look at school and education as a more important and powerful tool for your future
- Improve their independence overall

Saylesville

Goal 3 of the School Improvement Plan focuses on the continuation of positive momentum to enhance public relations: Enhance communication between home and school.

Saylesville Elementary School will host three 3 events for families directly involved in the Title I targeted assistance program. Each event will promote reading and provide participants with a specific skill or strategy that will help the participant support reading at home.

The goals and objectives of these events are to ensure that:

- Parents/guardians play an integral role in their child's learning
- Parents are actively involved in their child's education at school and are invested in follow through/practice at home;
- Parents are full partners in their child's education; and
- The carrying out of activities, such as those identified in 1116 of the ESSA.

These events will reinforce and provide meaningful information so that parents not only gain knowledge and understanding of the curriculum but are better able to better engage and support their child's learning.

The principal will also conduct three "Round Table" sessions designed to provide parents with an opportunity to address school concerns, ask questions, and meet with the principal in a small, more relaxed atmosphere. A child's first and most influential teacher is his/her/parent(s) and or guardian. With that in mind, it is crucial to give families the tools they need to help their children academically.

In an effort to strengthen the home school connection the Saylesville elementary reading specialist will train parents/guardians in reading strategies.

We have been building staff capacity by participating in professional development provided by Wilson Reading. Our School Improvement Team is monitoring the progress of students in the program and updating the continuum of support. Our School Improvement Team has developed three family themed activities and events to promote reading and reading skills. Our Title 1 Reading Teacher works with parents to share strategies and review student progress.

If our parents are more confident with their own literacy they will:

- Be more willing to come into our schools;
- Have more confidence and/or be able to help their child with school work
- Look at school and education as a more important and powerful tool for your future
- Improve their independence overall

Parent and family engagement activities and strategies are embedded into professional development times including RIDE PD days and common planning time. Parent and family engagement strategies are also discussed during faculty meeting and grade level meeting times.

Parent Involvement has been shown to increase student achievement. The Lincoln Public Schools is committed to helping its schools and teachers reach out to parents to engage them meaningfully.

Parent Notifications

1. How will the LEA address this requirement?

A welcome packet of information is sent home with each child on the first day of school. A letter from the school principal is included in the packet that informs parents of the certification status of the teachers and teacher assistants. Parents may contact the principal if they require additional information. The Title I committee which includes both staff and parents works to develop the letter that is sent home to parents to ensure readability and that it can be understood by all parents/guardians that the school serves. As a part of the process, the school identifies any parent/guardian that may need to have the letter in another language. Lincoln is committed to hiring only those educators that are certified for positions. When there is a long-term position that needs to be filled the district hires only educators that are certified. If that is not possible parents/guardians are notified regarding the status of the teacher. The letter sent home has been developed by the Title I committee, which includes both staff and parents.

2. In the event that a child in a Title I school is being taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher is assigned, how will the LEA notify the parents of each child who is being taught by those individuals [ESSA, Sec.1112(e)(1)(B)(ii)]?

Lincoln is committed to hiring only those educators that are certified for positions. When there is a long term position that needs to be filled the district hires only educators that are certified. If that is not possible parents/guardians are notified regarding the status of the teacher. The letter sent home has been developed by the Title I committee, which includes both staff and parents, to ensure readability. In addition, any parents/guardians of any student that is being taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements for the grade level and subject area will receive a letter from the principal notifying them of this situation.

New Title 1 Funded Job Descriptions

If the LEA is hiring new Title I funded staff, please upload the job description(s) in the Related Documents section of the application. The job description(s) must identify duties and responsibilities that are allowable and allocable within Title I program provisions. The position(s) does not have to be a new type of position for the LEA, but new to Title I.

n/a