



## **District Title 1 Parent Involvement Plan 2021-2022**

### **District Mission Statement emphasizing Parental Involvement**

Career Pathways, Independent School District 4237-07 is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

### **Part I. District Expectations Each school district must establish the district's expectations for parent involvement. [Section 1118(a)(2), ESEA.]**

Career Pathways agrees to implement the following requirements: Career Pathways will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. Career Pathways will work with its schools to ensure that the required school-level Parent Involvement Plan meets the Title I requirements, and include, as a component, a school-parent compact. Career Pathways will incorporate this district-wide Parent Involvement Plan into its district plan.

In carrying out the Title I parent involvement requirements, to the extent practicable, Career Pathways will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

If the Career Pathways plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to Minnesota Department of Education.

If applicable, Career Pathways will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- Phone Number 651-400-1781

Career Pathways will provide the necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance, through the following activities specifically described below.

- Activity/Activities
  - Parent Meetings
    - Date/Dates - Monthly on the first Thursday of the month.
    - Contact Person - Liz Lonetti
    - Phone Number - 651-400-1781
  - Parent Conferences
    - Date/Dates - Four times a year at the end of the Quarter
    - Contact Person - Liz Lonetti
    - Phone Number - 651-400-1781

Career Pathways will build the schools' and parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below.

- Activity/Activities
  - Parent Meetings
    - Date/Dates - Monthly on the first Thursday of the month.
    - Contact Person - Liz Lonetti
    - Phone Number - 651-400-1781

Career Pathways will, as a Title I school, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the state's academic content standards
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments, the requirements of Title I, how to monitor their child's progress, and how to work with educators

List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that support educating parents on the above topics.

- Activity/Activities
  - Staff Development, Coaching, and PLCs
    - Date/Dates - Teacher Workshop and In-service Days, Weekly Coaching and Staff

#### Meetings

- Contact Person - Liz Lonetti
- Phone Number - 651-400-1781

Career Pathways will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement plan.

List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it and explaining what role parents will play.

- Activity/Activities
  - Parent Meetings
    - Date/Dates - Monthly on the first Thursday of the month
    - Role of Parent - Parent will provide evaluation feedback and suggestions for improvement
    - Contact Person - Liz Lonetti
    - Phone Number - 651-400-1781

Career Pathways will involve parents in the decisions regarding how funds reserved for parent involvement activities will be allocated:

- Activity/Activities
  - Parent Meetings
    - Date/Dates - Monthly on the first Thursday of the month.
    - Contact Person - Liz Lonetti
    - Phone Number - 651-400-1781

**Part III. Discretionary District Parent Involvement Plan Components CPATH chooses not to address this section at this time.**

#### **Part IV. Adoption**

Career Pathways Parental Involvement Plan has been developed/revised jointly with, and agreed with parents of children participating in Title I programs, as evidenced by meeting minutes.

This Parent Involvement Plan was developed/revised by Career Pathways on Aug 18, 2021 and will be in effect for the period of school year FY22. Career Pathways will distribute this plan to all parents of

participating Title I children on or before 10/31/2021.

*Liz Lonetti 8/18/2021*

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Signature of Title 1 Authorized Representative / Date

These parents were involved with the development of this document: Katrina Collaso

\*This template of a District Parent Involvement Plan is a modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance, provided by the Minnesota Department of Education and Minnesota Parent Information Resource Center.

### III. Schoolwide Program (SWP) Plan **Required Components (SWP schools complete)**

- Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components. Comprehensive Needs Assessment (Component 1) action steps are included in 4a. EXPLORATION. Required narrative is below. Reform Strategy (Component 2) action steps and responses band e are included in 4b through 6c. Other required narrative is below.

**Assurances (check boxes for items 1-6)** 1. Our schoolwide plan was developed during a one-year period and was developed with the involvement of parents and other members of the community including teachers, principals, administrators, pupil services personnel, technical assistance providers and school staff. It addresses the ten components listed below and is also available to the LEA, parents, and the public in an understandable and uniform format in a language the parents can understand.

**Comprehensive Need Assessment** We conducted a comprehensive needs assessment of the entire school identifying specific areas of academic needs, resulting in a plan that reflects the use of data driven decision making, establishing challenging goals, as well as identified areas of instructional strengths and weaknesses.

**Reform Strategies** We have provided the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels, including strengthening core academic program, increasing amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

**Highly Qualified Teachers** We provide instruction by highly qualified teachers.

**High-quality and Ongoing Professional Development** We provide high-quality and ongoing professional development for teachers, administration, paraprofessionals and others as appropriate.

We will retain documentation in our district file **related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting an annual evaluation.**

**Narrative 1.** Describe the school's Comprehensive Needs Assessment (CNA) process including data sources and data analysis. Indicate the priority needs to be address and the reform strategies to be implemented to improve teaching and learning at this site.

As a newer school (opened fall of 2015) we are just beginning a formal CNA. As each school year proceeds, we collect and review data with the school board, staff and our authorizer.

- NWEA testing is held in the fall and spring.
- MCA's are held in the spring.
- The ACCESS test is used to determine English Language Proficiency.
- Observational data is collected by teachers and informal assessments are used to measure students current levels and make adjustments to their learning program.
- The Hope Survey is administered.

2. Describe your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

- We serve students in mixed age skill level groups rather than the traditional age-banded grade level system. We use several data sources to determine student's current skill levels in each subject, as well as consideration of their EL proficiency, number of years they have been in the US and their cultural learning needs.
- Our Cultural Liaison, EL Teacher, Instruction Leader, and Executive Director coach staff in teaching strategies and lesson planning to meet students at their current levels of academic language proficiency to support expanding knowledge and understanding of academic content.
- Our school has been identified by the North Star Report as needing support. We are utilizing resources from the Regional Center of Excellence in a three year process. This is year two.

3. Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, partnerships, and/or other special resources.

- Our program funding comes from General and Title I & II funds. General funds support teacher salaries, building expenses and administrative salaries. Title I is used for our Cultural Liaison and

the EL Teacher's and salary. Title II is used for Professional Development pertaining to EL and literacy instruction.

- As part of our North Star Report identification, over the next two years we are provided with district wide resources from the Regional Center of Excellence. We have been selected by EdVisions to participate in a three year grant from the Bush Foundation that focuses on Individualized and Student Centered Learning. This grant include technical assistance for our teachers.

#### **Part IV - Summary of Schoolwide Program for School Year 2021-22**

(Required for all Schoolwide Programs, including School Wide Focus Schools, School Wide Priority Schools)

Schoolwide Requirements, References, and Guidance

- Title I Schoolwide Programs must follow the required core elements and components defined in section 1114(b) of the Elementary and Secondary Education Act (ESEA), Code of Federal Regulations, title 34, part 200, sections 26 and 28 [34 CFR 200.26 and 200.28].
- Each school operating a Schoolwide Program with Title I funds must complete Parts I and II of this document.
- In Part IV, the core elements are represented by numbered sections and the components are included as lettered subsections of each core element.
- Part III is required for Focus and Priority schools and is optional but recommended for all.
- The MDE ESEA Title I -A and Title IT-A Compliance Guide and Monitoring Tool provides additional information about the requirements for a Schoolwide Program and the documentation that the district and school must maintain to demonstrate compliance with the Federal regulations.
- The detailed Schoolwide program information maintained at the school or district must be in a format and language understandable to parents and other stakeholders.

#### **1. Current Comprehensive Plan**

The schoolwide plan addresses the required components listed below and is made available in a format and language understandable to parents and other stakeholders.

##### **1a. Schoolwide Reform Strategies**

List one or more instructional and other building effort(s) being implemented to address the needs identified in the CNA in order to improve teaching and learning for all students throughout the school, e.g., PLCs, differentiated instruction, PBIS. (Add as many rows as needed.)

1. Our staff are trained in and practice Classroom Management techniques from Origins Developmental Designs Models to help ensure that all students enjoy optimum time on task in the learning environment.
2. We are promoting parent involvement in increasing literacy through elements such as

encouraging reading for all students (Advisory-based Silent Sustained Reading, and monitoring reading and ELA minutes carefully).

3. All core\* subject teachers and interventionists in a school operating a Schoolwide Program must meet the standards for being highly qualified. If all core subject teachers are not highly qualified, a plan is needed to ensure the educator(s) will become highly qualified.
4. Instructional Coaching

All paraprofessionals or educational assistants working in a school implementing a Schoolwide Program must also be highly qualified. List one or more activities being implemented to ensure all educators in the school meet highly qualified standards and to attract highly qualified teachers to high-needs schools.

Be sure to include the process for educators who are teaching with a special permission (e.g., limited license, waiver, variance, Tier 1) to become highly qualified. (Add as many rows as needed.)

1. We promote ourselves, the student population as well as the school mission and vision articulately in the hiring process. This is done both in postings and on our website. This has resulted in a higher caliber of candidates to our pool.
2. Staff are carefully screened on interview as to their education and experience with thorough employment screens prior to hire.
3. This has resulted in a highly educated workforce. Almost all of our Core Teachers have Master's Degrees or graduate credits. Our Director has her MA in Education.
4. We have developed a Grow Your Own program to support our teacher's higher education and additional licensure completion.
5. We incorporate instructional coaching throughout our practice.
6. Our Special Education Coordinator coaches our paraprofessionals to ensure high quality support for our students.

\*Our Core academic subjects are defined as: English, Reading and Language Arts; Mathematics; Science; and Social Studies.

## **1b. Professional Development**

List one or more types of high-quality professional development activities provided for teachers, paraprofessionals, principals, and others as appropriate that correspond to the current Schoolwide Program needs assessment and have these features:

- Designed to improve academic achievement of individual students as well as the overall instruction program.
- Aligned with state academic standards.
- Designed to provide teachers with information that can be used to make decisions about the use of academic assessments.

Examples: PLCs, reading instructional coach. (Add as many rows as needed)

1. PLCs - Developmental Designs, team teaching, peer coaching, and weekly whole staff meetings
2. Whole staff review of assessment data - both qualitative and quantitative
3. Instructional Coaching
4. One on staff licensed reading teacher
5. One licensed EL teacher
6. Outside community experts and trainers
7. Professional Development
8. Access to free coaching from EdVisions as part of a 4 year grant.
9. Access to support from the Regional Center of Excellence

## **2. Budget**

List the costs, by object code, required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds. (Add as many rows as needed.)

1. See budget uploaded in Servs
  - a. Hamdi Farah, Licensed EL Teacher
  - b. Professional Development
  - c. Family Involvement

NOTE: If the district supports multiple Schoolwide Programs, it may want to aggregate this school information for question 1.4.3 of the SERVS Title I application.

## **3. Annual Evaluation**

### **3a. Evaluation Date**

List the date of the most recent evaluation of the Schoolwide Program.

1. Authorizer Review, 2022
2. Aug 25 Teacher Workshops
3. Annual Comprehensive Needs Assessment completed as a part of the school's Annual Report
4. and Title I requirements.

3b. Data Sources List one or more data sources used to evaluate the implementation and effectiveness of the Schoolwide Program, e.g., test scores, survey results. (Add as many rows as needed.)

1. NWEA, MCA tests



2. Graduation rate
3. Community Satisfaction Survey and Hope Survey (Students, Parents, Teachers, Staff) 2020-21
4. North Star Report

### 3c. Results

List one or more results (e.g., student or staff successes, lessons learned) of the annual evaluation of the Schoolwide Program. (Add as many rows as needed.).

1. Increased graduation numbers and satisfaction
2. Parental involvement continues to be low.
3. ASVAB and NWEA scores reflect much higher ability than MCAs
4. We have shifted to more Student Centered Individualized Learning that includes blended and project focused because the multiple answer testing format is not a reliable measure with our students.

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Yog koj xav tau kev pab, peb muaj txhais lus Hmoob. Thov hais rau kuv paub. Ua tsaug. Traducción en español disponible si nos solicita. Avísanos si podemos ayudar con eso. Gracias.

Let us know if you need help with this message. Thank you