

# Title- I Annual Meeting

25-26

Overview of the  
Schoolwide Program at  
M. Virginia Cunningham



# Purpose of Meeting



Federal Guidelines require Title-I schools to hold an Annual Meeting to explain and discuss Title-I programs and requirements.



# What is Title-I?

**Title I is a federal grant that:**

- provides supplemental funds to schools with high concentrations of poverty to meet educational goals
- supports the professional development of teachers
- supports parent engagement programs



# Qualifying for Title-I



- Eligibility is based on the percentage of students eligible to receive free or reduced price meals
- Must be supplemental to District funds
- Required to set-aside a minimum amount for Parent and Family Engagement
- Parents are stakeholders in determining how Parent Engagement funds are to be used

# Parent and Family Engagement Plan

- Referred to as the PFEP
- Describes how the school will carry out the parental engagement requirements
- Developed jointly with parents
- PFEP is distributed digitally/ available hard copy to parents (multiple languages)
- Amount of funds available for this year: approx.  
\$5,300



# Title -I schools will:

- Provide information on how the school works with parents, community, volunteers, and business partnerships to increase student achievement
- Provide academic parent trainings designed to increase student achievement
- Explain the curriculum, assessments, and the minimum standards that students are required to meet



## Curriculum:

- All of our schools use Savvas curriculum for Grades K-12 in Reading, Math, Science, and Social Studies.

# Elementary Curriculum

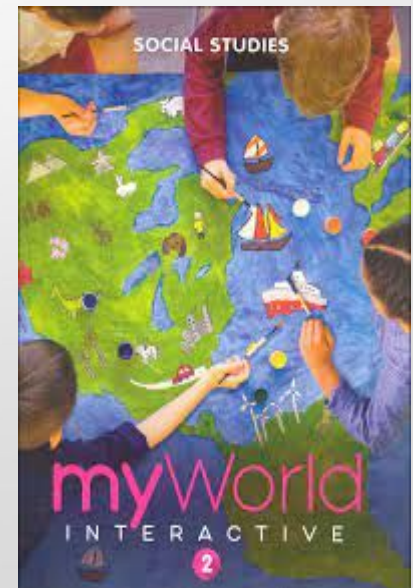
SAVVAS  
**realize**™

SAVVAS

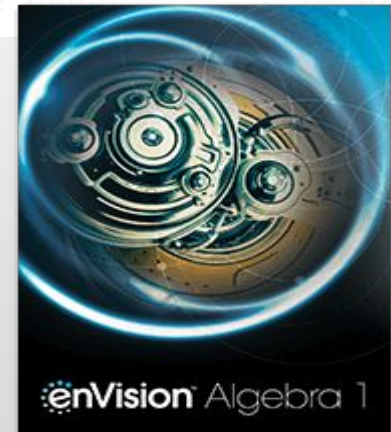
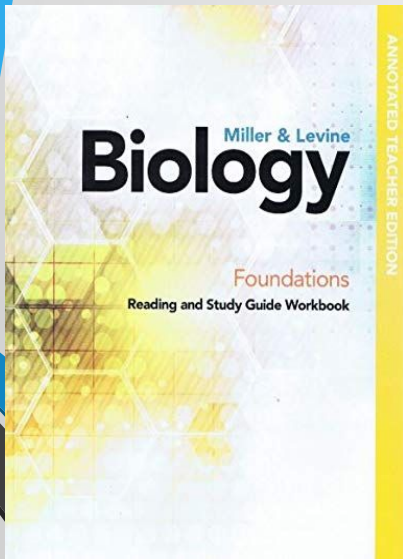
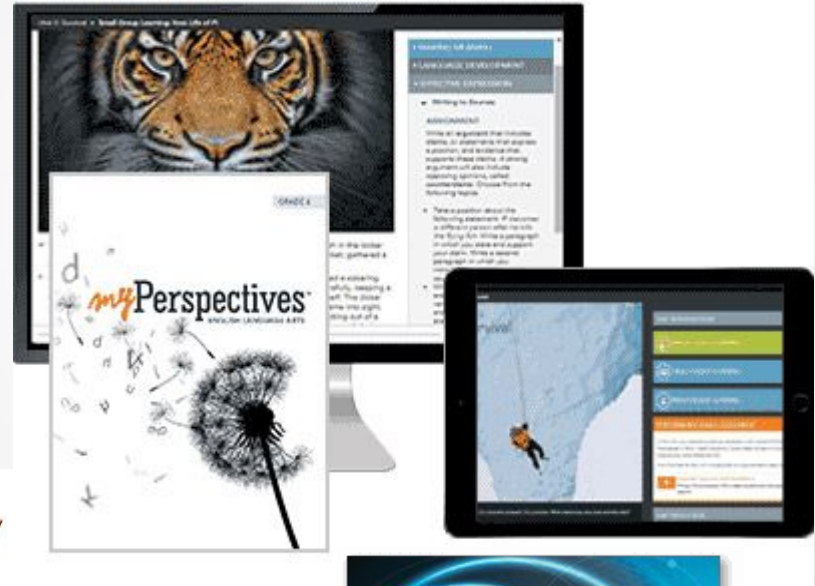


**enVision** Mathematics

Kids See the Math. Teachers See Results.



# Secondary Curriculum



# School-Parent Compact

- Each Title I school must have a School-Parent Compact that is written by parents and school personnel
- The compact sets out the responsibilities of the students, parents, and school staff in striving to raise student achievement



# School-Parent Compact

- At the elementary/middle level, the compact should be shared during parent-teacher conferences
- The compact is to be reviewed and signed each year by stakeholders



# Parent Engagement

Research by Epstein and Associates in 2009 shows no matter the socio-economic status, when parents are involved, students are more likely to:

- attend school regularly
- earn better grades
- obtain better test scores
- be promoted to the next grade
- adapt to change
- have better social skills
- graduate
- continue their education



# School and Parents

- School should work with parents to ensure child's success
- School and parents should jointly make decisions that affect child's education



# Parents' Right to Know

- Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals
- Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher who is not highly qualified

# Parents' Right to Know

- Parents should be provided information regarding the level of achievement of their child on state required academic assessments
- To the extent that is feasible, information must be in a language the parents can understand

# Title I Assessments

- Assessments are used to help teachers determine if a student is understanding the content presented in the classroom.
- The state uses RICAS (ELA and Math), ACCESS (English Language Acquisition), Dynamic Learning Maps (Alternate Assessment) to assess student learning. At the district level we also use i-Ready testing in Reading and Mathematics.



# School Improvement Goals

Parents are our great partners and advocate in their child's education.

- **ELA Proficiency** - Student achievement levels show if your child is on track with grade level expectations and standards
- **Math Proficiency**- Student achievement levels show if your child is on track with grade level expectations and standards.
- **Chronic Absenteeism**- The goal is to decrease the number of chronically absent students.
- **Science Proficiency** - Student achievement levels show if your child is on track with grade level expectations
- **Students with Disabilities** - The goal is to increase the percentage of growth of students with disabilities.
- **Teacher Chronic Absenteeism** - The goal is to decrease the number of chronically absent teachers.



# Title I Focus

Henry J. Winters

**To meet our strategic academic goal, we are using this year's Title I supplemental funds for the following:**

- Teaching/Coaching position(s)

Katelin Gertrudes is our Reading Specialist. Ilyssa Campopiano is our Instructional Resource Teacher. Laurie Chace is our math interventionist.

- Technology and supplies

All students have access to a Chromebook, should they need one.

- Tutorial/Extended learning Opportunities

RICAS Ramp Up

- Parent Engagement and Trainings

KINVOLVED



# Conclusion

*Thank you for your attendance, participation and feedback. We look forward to a successful school year!*



# Conclusion

- Parents' opportunity to ask questions and provide feedback

***Thank you for your attendance, participation and feedback. We look forward to a successful school year!***