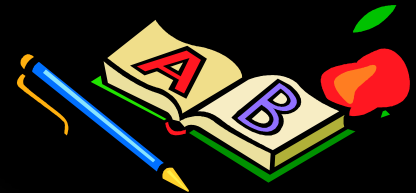
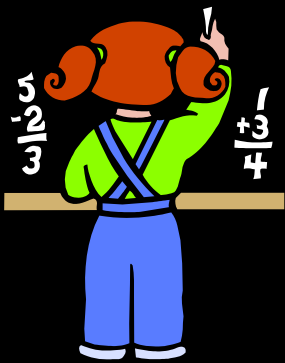




IMPLEMENTING TITLE I IN BARROW COUNTY SCHOOLS

SCHOOLWIDE PLANNING MEETING

2014-2015



AGENDA

APALACHEE HIGH SCHOOL

4.24.14

AHS MEDIA CENTER



- ❖ WELCOME
- ❖ PURPOSE/OBJECTIVE
- ❖ OVERVIEW OF TITLE I
- ❖ TITLE I ALLOCATION AND BUDGET
- ❖ COMPREHENSIVE NEEDS ASSESSMENT
- ❖ ACADEMIC STANDARDS AND ASSESSMENTS
- ❖ SCHOOL-WIDE TITLE I PROGRAM REVIEW/REVISION
- ❖ PARENTAL INVOLVEMENT POLICY/PLAN REVIEW/REVISION
- ❖ SCHOOL-PARENT COMPACT REVIEW/REVISION
- ❖ QUESTIONS/COMMENTS/FEEDBACK

OVERVIEW OF TITLE I

- ❖ Title I, Part A is a federally funded program under the Elementary and Secondary Education Act (ESEA) of 1965.
- ❖ The purpose of Title I under ESEA is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and succeed on challenging state academic achievement standards and state academic assessments.

TITLE I ALLOCATION AND BUDGET

OUR SCHOOL'S 2013-2014 TITLE I ALLOCATION IS
\$146,000.

BUDGET

- ❖ INSTRUCTION - \$119,000
- ❖ IMPROVEMENT OF INSTRUCTION - \$24,000
- ❖ EDUCATIONAL MEDIA SERVICES - \$1,600
- ❖ PARENT INVOLVEMENT - \$1,500

***Title I Allocations for 2014-2015 school year have not yet
been determined**

ACADEMIC STANDARDS AND ASSESSMENTS

Academic Standards

- ❖ CCRPI
- ❖ CCGPS ELA/MATH
- ❖ GEORGIA PERFORMANCE STANDARDS

Assessments

- ❖ EOCT
- ❖ GHSGT
- ❖ GAA
- ❖ ACCESS for ELs
- ❖ WRITING ASSESSMENTS

SCHOOLWIDE TITLE I PROGRAMS

- ❖ THE PURPOSE OF SCHOOLWIDE TITLE I PROGRAMS IS TO IMPROVE THE ENTIRE EDUCATIONAL PROGRAM IN A SCHOOL WHICH SHOULD RESULT IN IMPROVING THE ACADEMIC ACHIEVEMENT OF ALL STUDENTS, PARTICULARLY THE LOWEST ACHIEVING STUDENTS.



OUR TITLE I SCHOOLWIDE PROGRAM COMPREHENSIVE NEEDS ASSESSMENT (CNA)

OUR SCHOOL'S DATA:

See attachment "Data Packet"

WHAT DOES OUR DATA TELL US?

- ❖ What are the strengths of our school and its representative groups?
- ❖ What evidence supports the strengths?
- ❖ What are the needs of our school and its representative groups?
- ❖ What evidence supports the needs?
- ❖ What are our priorities?

STRENGTHS AND NEEDS

- ❖ How are the strengths identified in comprehensive needs assessment (CNA) addressed in the schoolwide/school improvement plan as strategies and activities?
- ❖ Which strategies and activities will be continued and sustained to build on these strengths?
- ❖ How are the needs identified in CNA addressed in the schoolwide/school improvement plan through strategies and activities designed to improve student outcomes?
- ❖ How do we address the needs in our Title I Schoolwide Plan to justify the expenditure of our Title I Schoolwide Program resources?

SWP COMPONENTS

SCIENTIFICALLY RESEARCH-BASED SCHOOLWIDE REFORM STRATEGIES, DIRECTLY TIED TO THE COMPREHENSIVE NEEDS ASSESSMENT AND ACADEMIC STANDARDS, AND:

- ❖ provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance
- ❖ strengthen the core academic program to provide an enriched and accelerated curriculum

SWP COMPONENTS

- ❖ increase the quality and quantity of learning time such as extended school year, before- and after-school, and summer school programs
- ❖ address the learning needs of all students particularly targeted populations, and how the school will determine if such needs have been met based on effective means of improving children's achievement.

SWP COMPONENTS

- ❖ Instruction by Highly Qualified (HQ) professional staff and strategies to attract HQ teachers
- ❖ Professional Development for staff to enable all children in the school to meet the state student academic standards
- ❖ Strategies to increase parent involvement

SWP COMPONENTS

- ❖ Transition plans for assisting pre school children in the transition from early childhood programs to local elementary school programs
- ❖ Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program

SWP COMPONENTS

- ❖ Activities to ensure that students who experience difficulty mastering standards are provided with effective, timely assistance which include:
 - Measures to ensure that student's difficulties are identified on a timely basis. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
 - Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

SWP COMPONENTS

- ❖ Coordination and integration of federal, state, and local services and programs that include:
 - How these resources will be used with the resources from Title I, and if applicable, other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
- ❖ Description of how individual student assessment results and interpretation will be provided to parents

PARENTAL INVOLVEMENT POLICY/PLAN

- ❖ **BARROW COUNTY INVOLVES ALL PARENTS IN THE DECISION MAKING PROCESS AS IT RELATES TO STUDENT ACHIEVEMENT.**
- ❖ **A WRITTEN PARENTAL INVOLVEMENT POLICY/PLAN IS DEVELOPED JOINTLY WITH THE DISTRICT, SCHOOL, PARENTS, AND COMMUNITY STAKEHOLDERS THAT DESCRIBE HOW THE SCHOOL WILL CARRY OUT THE REQUIREMENTS OF TITLE I, PART A.**

PI POLICY/PLAN COMPONENTS

Our School will take actions to:

- ❖ Involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used
- ❖ Conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend, to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact
- ❖ 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

PARENT INVOLVEMENT POLICY/PLAN COMPONENTS

Provide parents with:

- ❖ Timely information about the Title I programs;
- ❖ Description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet;
- ❖ Opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible;

PARENT INVOLVEMENT POLICY/PLAN COMPONENTS

- ❖ Jointly develop with parents of participating children 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 the State's high standards
- ❖ Build the school's and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school staff, parents, and the community to improve student academic achievement, through the following activities specifically described in A - F

PARENT INVOLVEMENT POLICY/PLAN COMPONENTS

A. Provide the following assistance to parents to understand:

- ❖ 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 Part A;
- ❖ how to monitor their child's progress, and
- ❖ how to work with educators

PARENT INVOLVEMENT POLICY/PLAN COMPONENTS

- B. Provide materials and training to help parents work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement
- C. Provide training to educate the teachers, pupil services personnel, principal, 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 the school

PARENT INVOLVEMENT POLICY/PLAN COMPONENTS

- D. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and 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 children
- E. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- F. Provide other reasonable support for parental involvement activities under section 1118 as parents may request

SCHOOL/PARENT COMPACT

- ❖ **BARROW COUNTY SCHOOLS PROVIDE ALL PARENTS THE OPPORTUNITY TO BE INVOLVED WITH THE JOINT DEVELOPMENT OF THE SCHOOL-PARENT COMPACT.**
- ❖ **THE SCHOOL-PARENT COMPACT OUTLINES HOW PARENTS, THE ENTIRE SCHOOL STAFF, AND STUDENTS WILL SHARE THE RESPONSIBILITY FOR IMPROVED STUDENT ACADEMIC ACHIEVEMENT.**



SCHOOL/PARENT COMPACT

The Elementary and Secondary Education Act (ESEA) also requires that each school receiving Title I, Part A funds develop jointly with parents, for all children receiving Title I services, 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
- ❖ Describes the ways in which the school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student performance standards and explains what the district and school standards are that the students are expected to achieve

SCHOOL/PARENT COMPACT

- ❖ Describes the ways in which parents will be responsible for supporting their children's learning
- ❖ Describes the ways in which students will be responsible for their learning
- ❖ Addresses the importance of communication between teachers and parents on an ongoing basis
- ❖ Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement

SCHOOL/PARENT COMPACT

- ❖ Frequent reports to parents on their children's progress
- ❖ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- ❖ Opportunity for parents, students, and school representative to review and sign the School/Parent Compact
- ❖ Opportunity for all parents of Title I students to participate in revising the compact annually and to provide input.

QUESTIONS/COMMENTS/ FEEDBACK



THANK YOU!!!!!!

