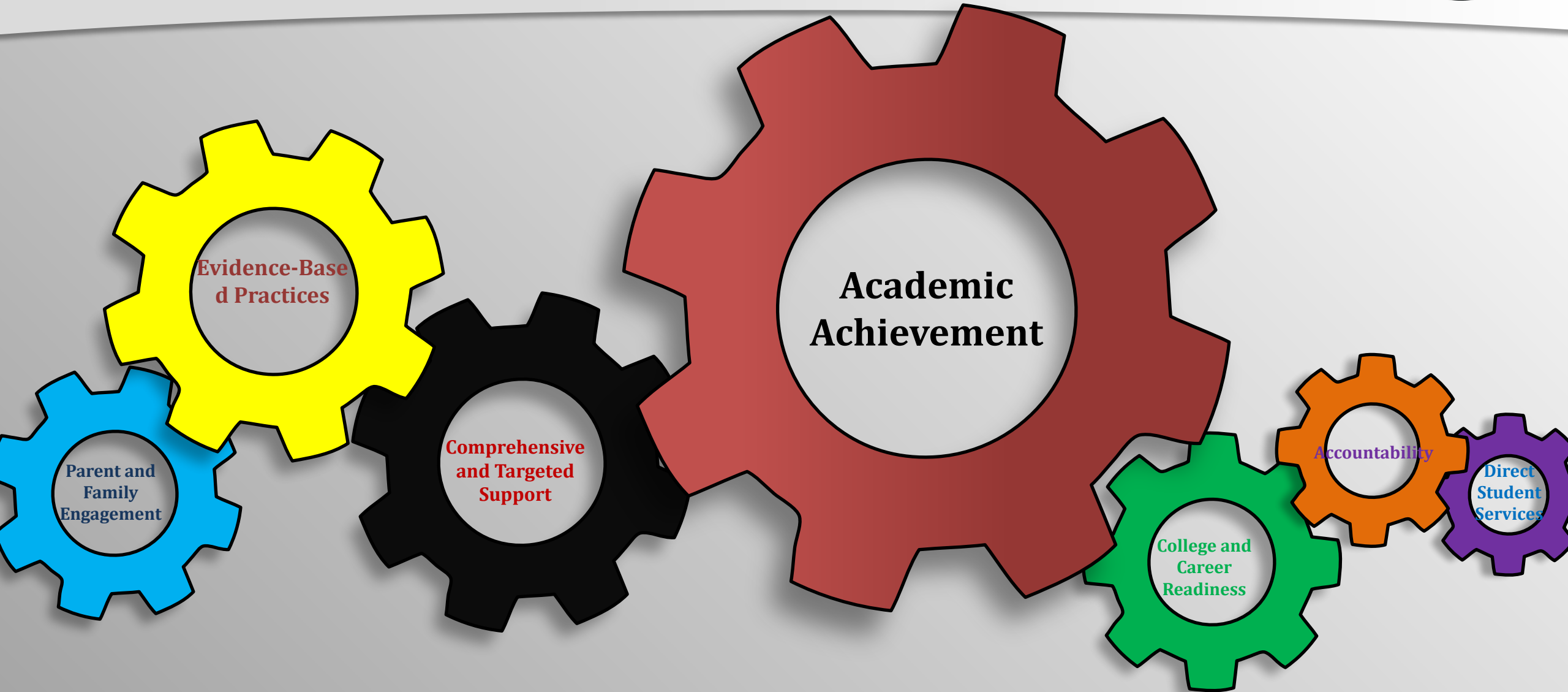


Title I

Gearing Up for Improvement and Success



Virtual Annual Title I Meeting



Presented by:
Dr. Letitia Lewis
Kendrick Middle School
09/01/2023

Vision

The vision of Clayton County Public Schools is to be a district of excellence *preparing all **students*** to live and compete successfully in a global society.



Mission

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that **empowers** students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.



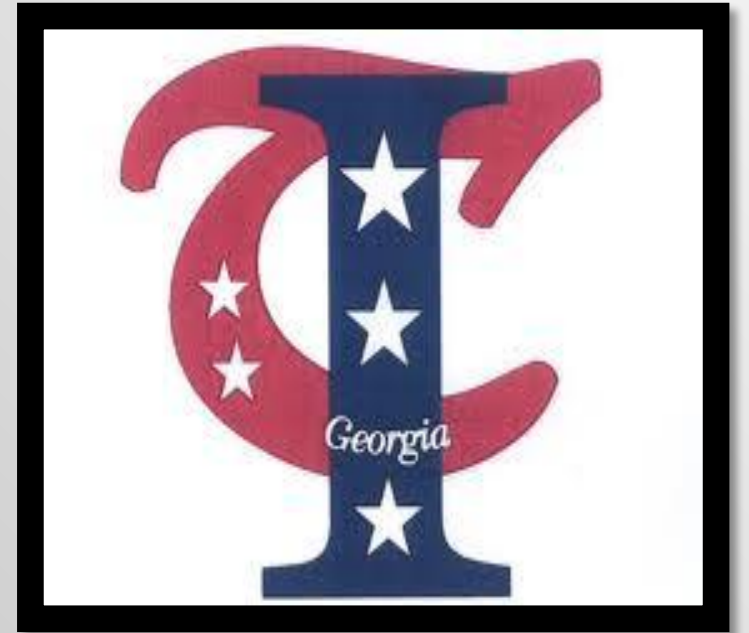
Strategic Goals

To create an environment that promotes active engagement, accountability and collaboration of all stakeholders to **maximize** student achievement



Expected Outcomes:

1. Explain the purpose and use of Title I and Title I Funds.
2. Build capacity for faculty and staff regarding parent and family engagement.



Every Student Succeeds Act



The Every Student Succeeds Act (ESSA), The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

Info Cited from: <http://www.ed.gov/essa>

CCRPI

School Climate Star Rating



CCRPI DATA

HOW IS THIS SCHOOL PERFORMING ON CLIMATE?

83.00



| | | | | | |
|----------------------|----------------|--------------|--------------|--------------|----------------|
| | ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
| ELEMENTARY SCHOOL | 82.5 AND BELOW | 82.6 to 87.1 | 87.2 to 91.7 | 91.8 to 96.3 | 96.4 AND ABOVE |
| MIDDLE / HIGH SCHOOL | 71.1 AND BELOW | 71.2 to 77.2 | 77.3 to 83.3 | 83.4 to 89.4 | 89.5 AND ABOVE |

- Attendance
- Survey Parent/ Administrator/ Student
- Safe Substance-Free Learning Environment

CCRPI DATA

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

LITERACY

STUDENT ATTENDANCE

BEYOND THE CORE

| | RATE |
|----------------------------------|------------------|
| ALL STUDENTS | 40.06% |
| AMERICAN INDIAN / ALASKAN NATIVE | Too Few Students |
| ASIAN / PACIFIC ISLANDER | 64.71% |
| BLACK | 36.99% |
| HISPANIC | 43.51% |
| MULTI-RACIAL | Too Few Students |
| WHITE | 62.50% |
| ECONOMICALLY DISADVANTAGED | 40.06% |
| ENGLISH LEARNERS | 31.13% |
| STUDENTS WITH DISABILITY | 7.59% |

STUDENTS WITH DISABILITY

7.59%

ENGLISH LEARNERS

31.13%

Some Highlights of *Every Student Succeeds Act*

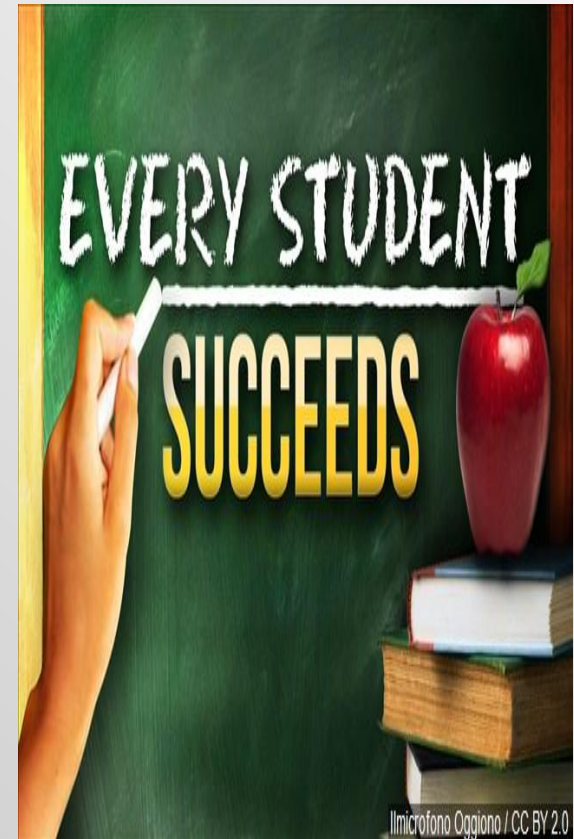
ESSA includes provisions that will help to ensure success for students and schools.

Below are just a few.

The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- **Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.**
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our **Investing in Innovation** and **Promise Neighborhoods**
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Info Cited from: <http://www.ed.gov/essa>



Purpose of Title I

Title I serves to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.



Title I Eligibility

Children eligible for free and/or reduced lunches under the National School Lunch Act.



Some children are deemed automatically eligible to participate:

- A. Any student served in the Migrant Education Program;
- B. Any child who participated in Head Start, Even Start, the Early Reading First program, or Title I preschool services at any time within the previous two years;
- C. Any child attending a community day program or living in a state or local institution for neglected or delinquent children; and
- D. Any child who is homeless and attending any school in the LEA.

School-wide Title I

- Aims to improve the entire educational program in a school.
- 63 of our schools are School-wide Title I programs
- Considerations still must be made on which students/areas are critical in terms of being at-risk.



School-wide vs. Targeted Assistance



School-wide Assistance

- * Comprehensive site plan in which parents are invited to give input
- * The entire school benefits from Title I

Targeted Assistance

- * Students are identified
- * Targets on students who are academically at risk of failing
- * Ranking system is utilized to see who will be served
- * Campuses with a low-income percentage of 35-40% are considered a “targeted assistance” campus.

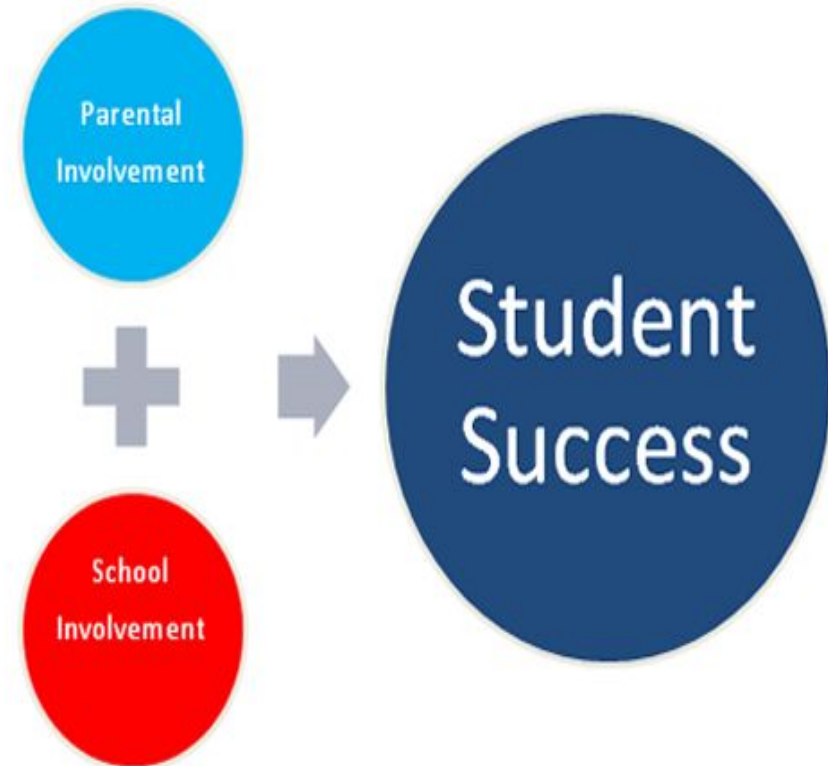
Uses of Title I Funds

- Small group instruction
- Differentiated instruction
- Additional personnel
- Parental Involvement
- Professional Development
- Online Learning- iReady, USA Test Prep etc.
- Take Home Resources
- Tutoring
- Supplemental Educational Services
- Supplementary materials to address student needs

~ Supplementary ~

a : something that completes or makes an addition. **b** : a part added to or issued as a continuation of.

<http://www.merriam-webster.com/>



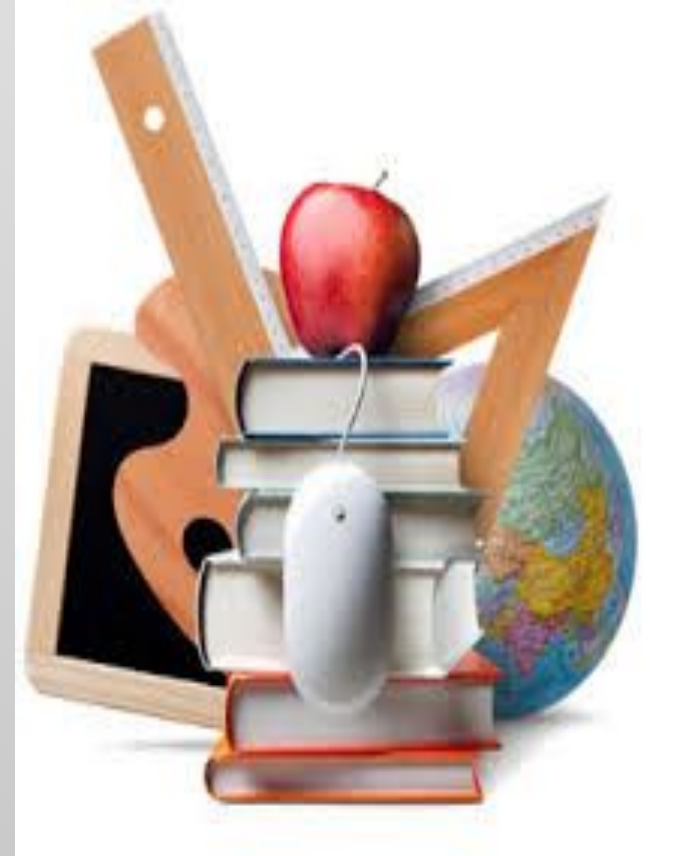
Supplemental Materials

- Technology Labs
- Wireless Laptop Carts
- iPod Carts
- Smart Tables
- Student Response Systems
- Class Libraries
- Parental Resources
- Instructional Supplies for students and teachers



Instructional Support

- Schools can use their Title I funds to reduce class size by hiring additional teachers and/or paraprofessionals.
- Title I funded staff work directly with the classroom teacher to support at-risk students.
- The Office of Federal Programs coordinates Tutorial Services for students who need additional support beyond the school setting.
- Additional monitoring of these staff members will come from the Office of Federal Programs to ensure compliance.



Six Types of Family Involvement



Volunteering

—
recruit and organize parent help and support - both in schools and in the local community



Parenting

—
Help all families establish home environment to support children as students. That is as simple as keeping the neighborhood safe and quiet.



Communicating

—
Design more effective forms of school-to-home and home-to-school communication about school programs and child progress



Learning at Home

—
Provide information and ideas to families about how to help students with homework and other curricular related activities, decisions and planning



Decision Making

—
Include parents in school decision making and develop parent leaders and representatives



Collaborating with Community

—
Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development

What Is A Title I School?

Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended to read as follows:

- Title I funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school district to meet the needs of at-risk and low-income students.
- Title I is the nation's oldest and largest federally funded program, according to the U.S. Department of Education.



How Does Kendrick Middle School Spend Title I Money?

- Supplies
- Personnel
- PD Books & Conferences
- Parent Resource Center
- Professional Learning

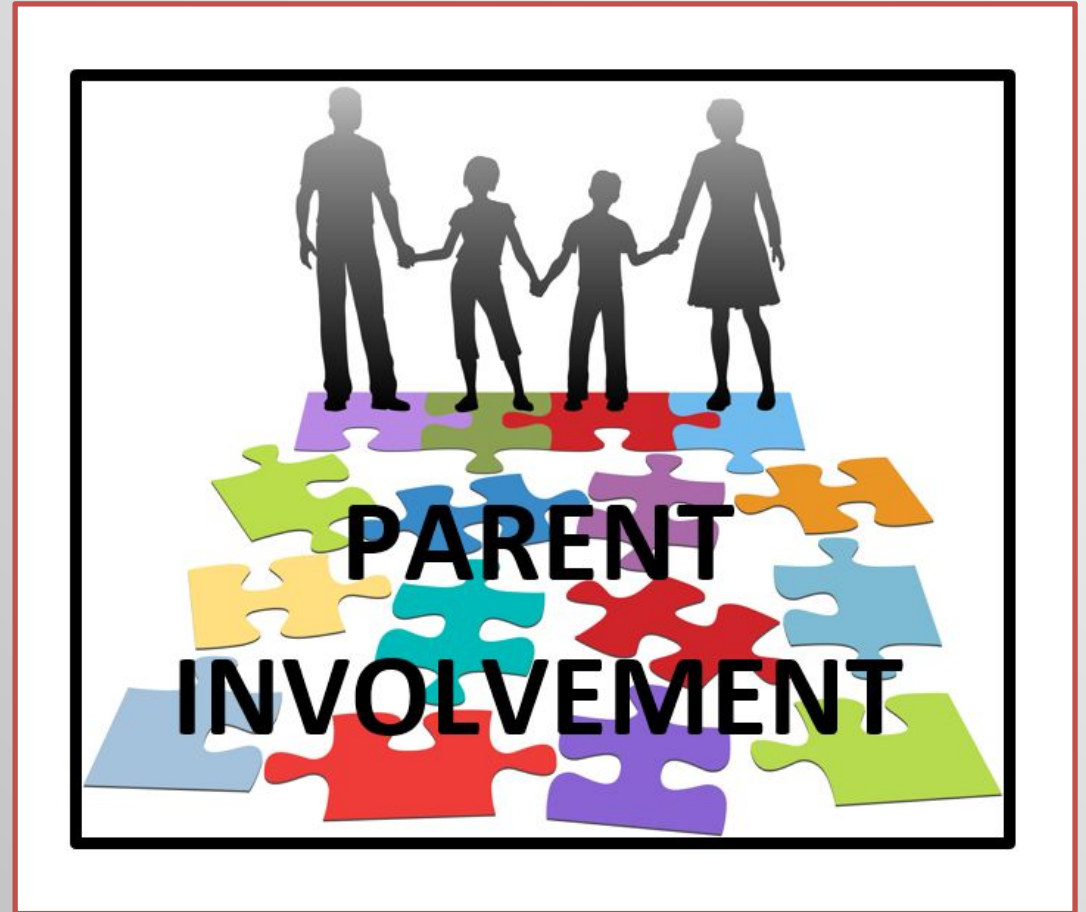


How Does Kendrick Middle Participate in the Title I Program?

- Technology/Online Resources
- Academic Coach
- Parent Liaison
- Parent and Family Resource Center

What is Required by Law for Parent Involvement?

- Notification of Highly Qualified Teacher Status (Parent's Right to Know)
- Notification of School Status
- 1% of System Allocation must be reserved for Parent Involvement



Parent Involvement Plan

District Policy – Located on the District Website:

<http://www.clayton.k12.ga.us/cms/One.aspx?portalId=54515&pageId=94174>

- School Parent & Family Engagement Plan – Located on the school website: <https://024.clayton.k12.ga.us>

- School –Parent Compact – Copies will be sent home. **Please sign and return red copy** – Additional copies are available upon request

How is Title I Parent and Family Engagement Money Spent?

Title I Budget Allocation:

- Parent and Family Engagement Materials
- Supplies
- Resources to support parents with their students at home
- Personnel & Benefits

Parents and Family Decision-Making Opportunities



- Title I Parent & Family Engagement Policy
- Title I Parent & Family Engagement Budget-1%
- Title I Survey (Fall and Spring)
- School-Parent Compact Revisions
- Teacher-Parent Conferences

Complaints Procedure

Clayton County Public Schools - Complaint Procedures under the Elementary and Secondary Education Act (ESEA) of 1965

Grounds for a Complaint

Any individual, organization, or agency (“complainant”) may file a complaint with Clayton County Public Schools (CCPS) if that individual, organization, or agency believes and alleges that CCPS is violating a Federal statute or regulation that applies to a program under the Elementary and Secondary Education Act (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

<https://www.clayton.k12.ga.us/departments/federalprograms/title1parta/>