



# ***Nolanville Elementary Annual Title 1 Meeting***

***2020-2021***

# Why are we here?

- The Elementary and Secondary Education Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services:
  - Informing you of the school's participation in Title I, Part A
  - Explaining the requirements of Title I, Part A
  - Explaining your rights and opportunities as parents and families to be involved in your child's learning and achievement

# What is a Title I School?

- Schools with **40% or more** of students from low income families qualify to be served as a Title I Schoolwide campus
- Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to **supplement** the school's existing programs in order to improve student achievement. These dollars can be used for...
  - Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
  - Purchasing supplemental: staff, programs, materials, and supplies
  - Conducting parent and family engagement meetings, trainings, and activities

# School Curriculum

- Our campus teaches the Texas Essential Knowledge and Skills that are required for all schools in the state of Texas.
- We monitor student progress using the following formative and summative assessments:
  - Teacher Created Assessments
  - Common Unit Assessments
  - Measures of Academic Progress (MAP)
  - State of Texas Assessments of Academic Readiness (STAAR)

# Student Achievement Data

<b>MAP Reading</b>			
<b>% at Average RIT or Above</b>	<b>EOY 2018</b>	<b>EOY 2019</b>	<b>MOY 2020</b>
Kindergarten	82%	63%	67%
1st	59%	73%	67%
2nd	56%	62%	66%
3rd	59%	58%	68%
4th	58%	53%	54%
5th	63%	58%	58%

<b>MAP Math</b>			
<b>% at Average RIT or Above</b>	<b>EOY 2018</b>	<b>EOY 2019</b>	<b>MOY 2020</b>
Kindergarten	78%	74%	49%
1st	60%	70%	59%
2nd	63%	65%	62%
3rd	55%	58%	74%
4th	65%	57%	69%
5th	75%	62%	61%

# Student Achievement -Reading

**Demographics Breakdown STAAR Reading All Grades 2018-2019**

	<b>App roa ch</b>	<b>Meets</b>	<b>Maste rs</b>	<b>M</b>	<b>F</b>	<b>Hisp</b>	<b>AA</b>	<b>White</b>	<b>2 or</b>	<b>ED</b>	<b>SPED</b>	<b>At Risk</b>	<b>LEP</b>
<b>Third</b>	73%	46%	24%	69%	78%	70%	50%	93%	67%	68%	42%	45%	
<b>Fourth</b>	61%	32%	18%	53%	67%	60%	60%	60%	60%	54%	23%	35%	67%
<b>Fifth</b>	82%	53%	27%	75%	87%	67%	79%	88%	100%	78%	29%	35%	80%

# Student Achievement-Writing

<b>Demographic Breakdown STAAR Writing 2017-2018</b>												
	<b>Appr.</b>	<b>Meets</b>	<b>Master</b>	<b>M</b>	<b>F</b>	<b>Hisp</b>	<b>AA</b>	<b>White</b>	<b>2 or</b>	<b>ED</b>	<b>SPED</b>	<b>At Risk</b>
<b>2017 - 2018</b>	60%	31%	4%	60%	61%	52%	37%	71%	89%	46%	23%	26%
<b>2018 - 2019</b>	49%	21%	5%	33%	62%	40%	55%	46%	60%	44%	23%	24%

# Student Achievement-Math

## Demographic Breakdown STAAR Math All Grades 2018-2019

	App.	Meets	Masters	M	F	Hisp	AA	White	2 or	ED	SPED	At Risk	LEP
<b>Third</b>	77%	49%	18%	76%	78%	70%	61%	93%	78%	77%	47%	65%	
<b>Fourth</b>	73%	36%	18%	71%	75%	64%	85%	80%	53%	71%	54%	54%	83%
<b>Fifth</b>	89%	61%	40%	73%	94%	78%	86%	82%	100%	80%	36%	69%	80%



# STAAR Calendar

3<sup>RD</sup>-5<sup>TH</sup> grade students will take the STAAR assessment in April and May of 2020.

**Virtual students will be offered the opportunity to take the STAAR test by coming into the school building,.**

## **On-line STAAR Assessments**

**3<sup>rd</sup>-5<sup>th</sup> Grade May 11<sup>th</sup>-May 21<sup>st</sup> Field Day**

**4<sup>th</sup> Grade Writing-April 6th**

# Our Title I Funds

- The purpose of Title I funds is to support students who are in need of additional assistance in order to meet or exceed state performance standards
- Our Title I funds have been prioritized to support student achievement in the following ways:
  - Staff – Literacy Coach, 3 instructional aides for small group instruction, after school tutoring
  - Materials/Supplies – Storyworks Magazines, Extra intentional practice for hard to learn skills, STEMSCOPES-on-online science curriculum, Brainpop and Pebble Go-on-online resources
  - Parent/Family Engagement – Provide resources for parents to help students at home, academic family nights, parent conferences
  - Technology – Ipads for on-line learning intervention programs – Imagine Math and Imagine Language
- A full description of how our Title I funds are being used can be found in our Campus Improvement Plan

# Targeted Improvement Plan

- Targeted Improvement Plan can be found as addendum on the Campus Improvement Plan found on Nolanville Campus Website.
- **Desired Annual Outcome:**
  - We want to analyze the data specific for all students and subgroups and the level of performance toward the 'meets' and 'masters' criteria.
  - We want to see all students and the low performing subgroups meet the TEA targets. We will develop systems for consistent data analysis and target the instruction based on the data.
- **Strategies:**
  - Planning days for teachers to study the curriculum and develop lessons aligned with state learning standards.
  - Weekly PLCs to analyze data on student performance.
  - Use data to create targeted intervention for students needing extra support,

# Campus Improvement Plan

- The school's Campus Improvement Plan (CIP) includes:
  - A needs assessment and summary of data
  - Goals, objectives, and strategies to address the academic needs of students
  - Professional development needs
  - Coordination of resources and services
  - Identification of Title I, Part A funds and expenditures
  - Strategies from the school's parent and family engagement policy
  - Title I parents have the right to be involved in the development of the CIP. Opportunities to provide input include
  - You can view a copy of the CIP on our campus website or by
  - Our campus website allows for the translation of the CIP into multiple languages. Please let our staff know if you need additional translation services.

# Parent Involvement Funds

- Districts that receive more than \$500,000 in Title I funds are required to set-aside a minimum of 1% of the Title I, Part A allocation for parent and family engagement.
  - Of that 1%, 10% may be reserved at the district level for system-wide initiatives and administrative expenses related to parent and family engagement
  - Of the 1%, 90% must be allocated to the Title I schools in the district to implement school-level parent and family engagement opportunities
  - Our campus receives Title I Parenting Funds
  - Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

# Input on Spending Title I Parent Engagement Funds

- We need your ideas about how Title I parent engagement funds can be used to:
  - Help parents understand the Title I program and requirements
  - Teach parents ways to help their children improve their academic achievement
  - Encourage parents to interact in school activities that involve academic achievement
- **If you have suggestions, please share them. Write ideas in the chat box on how the school can help students support their students' learning .**

# Parent and Family Engagement Policy

- The policy addresses how the school will implement the parent and family engagement program. The policy includes:
  - Convening an annual meeting
  - Providing a flexible number of meetings
  - Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
  - Providing timely information about parent and family engagement activities
  - Providing information to parents about curriculum and assessment
  - If requested, providing additional meetings with parents to discuss decisions for the education of their child
  - Title I parents have the right to be involved in the development of the Parent and Family Engagement Policy
  - A copy of our policy, which was reviewed and revised with parents and other stakeholders last spring, was given out at the beginning of the meeting and is available on our campus website.

# Home-School Compact

- The home-school compact is a written agreement...
  - That addresses high-quality curriculum and instruction
  - That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
  - That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (required in elementary schools)
  - That affirms the importance of parents and families in decisions relating to the education of their children
  - Title I parents have the right to be involved in the development of the Home-School Compact
  - A copy of our compact, which was reviewed and revised with parents and other stakeholders last spring, was given out at the beginning of the meeting and is available on our campus website.



# Input on the Policy and Compact

- We review our Parent and Family Engagement Policy and Home-School Compact every spring in preparation for the following school year.
- All parents are invited to attend and provide input on the revision of these two important documents.
- Opportunities will be provided on flexible dates and times to allow for as many parents as possible to attend.
- You are also welcome to provide written feedback throughout the year. Feedback received will be shared during the annual revision meeting.

# Annual Evaluation

- The content and effectiveness of the parent and family engagement policy and program must be evaluated annually
- Barriers to participation in parental involvement are identified and addressed
- We gather data to evaluate our program through:
  - Parent questionnaires and surveys
  - Parent advisory committee input
- Results for the evaluation are shared with parents and families during the annual spring meeting and are used to revise the Parent and Family Engagement Policy and Home-School Compact

# Parents' Right to Know

**Parents' Right to Know - Teacher and Paraprofessional Qualifications:** Schools must inform parents of Title 1, Part A schools that they have the right to request information regarding the qualification of their student's classroom teachers and paraprofessional providing services to the child. (Section 1112 (e) (1) (A)(i-ii))

- Parents must follow the school procedure to request this information
- Contact the office and make a request from the principal.

**Parents' Right to Know – Non-State Certified Teachers:** Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned. (Section 1112(e)(1)(B)(ii))

**Parents' Right To Know - Student Achievement:** Schools are required to provide each parent information of the level of achievement and academic growth of the parent's child in each of the State Academic Assessments. (Sections 1112(e)(1)(B)(i))

# Engagement Opportunities

- Wednesday Folders
- Monthly newsletter-electronic and paper
- Back to School/Open House
- ESL Parent Workshops
- Family Learning Nights
- STAAR Information Meetings
- Home Access Center
- Parent Resource Center
- SBDM

# Ways to Support Student Achievement

- Celebrate successes
- Praise effort and hard work
- Use failure as opportunities to learn and try again
- Take advantage of real-world learning opportunities such as rounding prices in the grocery store, estimating total costs, identifying shapes, giving directions, summarizing the plot of a movie or show, halving ingredients in a recipe, etc.
- Read to your child/Have your child read to you
- Read the same book as your child and talk about what you've read
- Practice sight words and math facts with your child
- Check the Home Access Center regularly
- Check your child's communication folder daily
- Keep in regular contact with your child's teacher
- Attend school events and parent trainings

# Who do I contact?

- Wendy Haider, Principal
- Teresa Kurz, Assistant Principal (Pre-k-2)
- Sonya Walker, Assistant Principal (3<sup>rd</sup>-5<sup>th</sup>)
- Carol Sewell, Counselor (Pre-k-2)
- Justine Heflin, Counselor (3<sup>rd</sup>-5<sup>th</sup>)
- Email classroom teacher by visiting the campus website

254-336-2180

First name.lastname@killeenisd.org

***Questions-Please ask questions in the chat box or unmute yourself.***

