

**Curington
Elementary
School**

Annual Title I Meeting

November 29, 2018

CES Library

4:30 PM – 5:30 PM

WELCOME TO THE
CURINGTON
ELEMENTARY SCHOOL
ANNUAL MEETING OF
TITLE I, PART A
PARENTS AND FAMILIES

WHY ARE WE HERE?

- The Elementary and Secondary School 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.
- The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is 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.

WHAT YOU WILL LEARN

- What it means to be a Title I, Part A Targeted Assistance school
- A 1% “set-aside” for parent and family engagement and its allowable uses
- The Campus Improvement Plan (CIP) and Title I plan
- The School Parental Involvement Policy and the School-Parent Compact
- How to request information about the qualifications of my child’s teachers

WHAT YOU WILL LEARN CONT'D

- How and when parents and families will be notified if their child is taught by a teacher who is not certified in a content area
- How and when the annual evaluation of the parent and family engagement policy and program will be conducted
- The ways in which parents and families can be involved to partner with the school to share the responsibility for improved student academic achievement

WHAT IS A TITLE I SCHOOL?

Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to **supplement** the school's existing programs. 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.
- Boerne ISD elects to spend the bulk of the funds on salaries.

Boerne ISD elects to spend the bulk of the funds on salaries. The district has allocated approximately \$167,000 to CES in the form of salaries for 3.25 supplemental staff members, supplemental supplies and materials, and parent/family engagement activities.

1% “SET-ASIDE”

Any school district with a Title I, Part A allocation exceeding \$500,000 is required by statute to set aside 1% of its Title I, Part A allocation for parent and family engagement. Boerne ISD has received \$514,703 this school year. That means that at least \$5,150 is set aside for parent and family engagement activities.

- Of that 1%, 5% may be reserved at the LEA for system- wide initiatives and administrative expenses related to parent and family engagement
- Of the 1%, 95% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
- 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

DISTRICT TITLE I PLAN

The District Title I Plan addresses how we will use Title I, Part A funds within the district. Typically, in Texas, the elements of the Title I Plan are incorporated into the District Improvement Plan (DIP). Topics include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement
- Title I parents have the right to be involved in the development of this plan

The District Improvement Plan will be available on the district website in December after it is approved by the Board of Trustees. Please contact your child's principal if you need the plan translated. A translation policy will also be added to the website in the very near future.

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 parental involvement policy
- Title I parents have the right to be involved in the development of the CIP

The Campus Improvement Plan will be available on the district website in December after it is approved by the Board of Trustees. Please contact your child's principal if you need the plan translated. A translation policy will also be added to the website in the very near future.

PARENT AND FAMILY ENGAGEMENT POLICY

The policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide 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 school policy

PROPOSED CHANGE TO CURRENT POLICY

Boerne ISD will hold an annual meeting during the first ~~grading period~~ **semester** of the new school year for all Title I parents. At that first meeting, the Title I Program will be described, the Parental Involvement Administrative Policy will be distributed and reviewed, and opportunities for parental participation will be explained. Should parents be unable to attend the annual meeting, Title I teachers will share this information with parents at individual parent-teacher conferences.

PARENT INVOLVEMENT OPPORTUNITIES

- Title I Parent Nights (Fall and Spring)
- Teacher-Parent Conferences
- School Activities such as open house and activity nights

TEACHER QUALIFICATIONS

In compliance with the requirements of the Every Student Succeeds Act, Curington Elementary would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

Whether the student's teacher:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher(s) and/or paraprofessional's qualification, please contact your child's principal.

ANNUAL EVALUATION

- The content and effectiveness of the parental involvement policy and program must be evaluated annually. *Boerne ISD asks for parent questionnaires and surveys.*
- Identify barriers to participation in parental involvement. *Please share ideas about how to increase parental involvement (time of meeting, content of meeting, etc.)?*
- Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact. *Our surveys reflect general satisfaction about the program. However, there is some feedback about parents wanting more information about how their child is progressing academically.*

SCHOOL-PARENT COMPACT

The school-parent 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 school-parent compact

BOERNE ISD

PARENT-SCHOOL COMPACT

It is our belief that student success is founded on the cooperative efforts of students, parents, and school staff. This compact is a three-way partnership established to support students in the learning process.

AS AN INVOLVED PARENT/CAREGIVER, I WILL STRIVE TO:

Believe my child can learn; strive to help my child succeed daily

See that my child attends school regularly and is on time

Supervise television watching by replacing it with reading, talking, and listening to my child

Set aside a specific time/place to complete daily reading tasks with my child

Show respect and support for my child, the staff, and the school

Participate, ~~as appropriate~~, in decisions relating to the education of my child and his/her positive use of extracurricular time

Attend scheduled parent-teacher conferences/meetings

Volunteer, when possible, in my child's classroom

Sign and return all papers that require a parent or guardian signature

AS AN INVOLVED STUDENT, I WILL STRIVE TO:

Believe that I can learn and work toward success daily

Show respect for myself, my school, and other people

Attend school regularly

Complete assigned reading tasks daily

Discuss with my parents what I am learning in school

AS AN INVOLVED TEACHER, I WILL STRIVE TO:

Believe that each child can learn

Motivate and respect each child

Provide an environment that promotes active learning

Respect and value the uniqueness of each child and his/her family

Hold regularly scheduled parent-teacher conferences/meetings

Provide quality instruction enabling students to meet the State's student academic achievement standards

Demonstrate professional behavior and a positive attitude

Monitor each child's academic progress through ongoing assessment

Maintain open lines of communication with students and parents

SUGGESTIONS FOR CHANGE

The Parent and Family Engagement Policy and Parent-School Compact are always subject to revision so that they reflect the values and input from all stakeholders. If you would like to see something added or changed, please feel free to make that suggestion at this time or include it on your parent survey next semester.

Do you agree with the two proposed changes highlighted in red that we just discussed? Would you like to add others?

WHO DO I CONTACT?

- Classroom Teacher – Recommended 1st Point of Contact
- Principal: Tanya Tate
- Counselor: Marcie Warner
- Title I Math Interventionist: Alma McFarland
- Title I Reading Interventionist: Jenna Summers

School Phone Number: (830)357-4000

Email Addresses: First name.Last name@boerneisd.net

SUPPORT YOUR CHILD'S EDUCATION

- Share a love of learning
- Read to your child
- Ask your child to read to you
- Limit electronic device/tv time
- Take advantage of the public library and the school media center
- Show interest in your child's school day
- Ask questions
- Ask to see homework
- Encourage good study habits
- **Praise their efforts**

The relationship between the family and the school is one of the most important factors in determining student success!

QUESTIONS



NOTES FROM MEETING

During the presentation portion of the meeting, Mrs. Charest presented the proposed changes of the wording in the Parent/Family Engagement Policy to say “semester” instead of “first grading period” for the first meeting time-frame (*Boerne ISD will hold an annual meeting during the first ~~grading period~~ semester of the new school year for all Title I parents*). We also reviewed the School-Parent Compact and discussed the parentally proposed change of deleting “as appropriate” in the compact statement “Participate, ~~as appropriate~~, in decisions relating to the education of my child and his/her positive use of extracurricular time.” All present agreed to the changes and did not have further suggestions for changes in either the Policy or Compact.

However, there was much discussion during the meeting and the following comments/suggestions were made by parents:

- 1.) Parent suggested that parent-teacher conferences be held fairly early in the school year.
- 2.) Parent suggested that communication between previous year teacher to the new teacher regarding student take place. Mrs. Tate explained that there was a process in place and that this does take place for all students who were on the campus in the preceding year.
- 3.) Parent stated appreciation for the flexibility experienced with parent-teacher conferences. She explained that due to her work schedule, she was unable to attend during regularly scheduled conference times but was able to participate in a phone conference with her child’s two teachers at a convenient time. This parent wanted other parents to know they could ask for similar accommodations if they needed them.
- 4.) Parents indicated a desire for more feedback about their child’s progress and more ideas about what they could do at home to help their child in reading and math.

Due to the increase in parental feedback during the meeting, we may need to consider adding 15 minutes to the next meeting to ensure there is adequate time for parental feedback and discussion.

Tami Charest