

TITLE I PARENT HANDBOOK

For

SY 2023 - 2024

**Curington Elementary
601 Adler
Boerne, Texas 78006**

**Fabra Elementary
723 Johns Road
Boerne, Texas 78006**

Curington Principal: Talia Hernandez
CES Title 1 Staff:
Kay Batch (Reading)
William Gollihar (Math)
Ashley New (Teaching Assistant)

Fabra Principal: Troy Latiolais
FES Title 1 Staff:
Amanda Hill (Reading)
Wendy Lutz (Math)
Beth Zachary (Teaching Assistant)
Priscilla Guerrero (Teaching Assistant)

**Kendall Elementary
141 Old San Antonio Road
Boerne, Texas 78006**

Boerne ISD Staff
Tami Charest, Federal Programs
Coordinator

Kendall Principal: Jennifer Escamilla
KES Title 1 Staff:
Jenny Do (Reading)
Mariah Ingram (Math)
Pete Vargas (Teaching Assistant)

Marshay Wolff, District Reading
Coordinator

Amanda Pelletier, District Math
Coordinator

**Boerne Independent School District
235 W. Johns Road
Boerne, Texas 78006
(830) 357-2000**

What is Title 1?

Title 1 funds come from the federal government and are distributed to districts by the Texas Education Agency. Districts receive Title I funds based on their numbers of low-income families. Campuses with 40% or more children receiving free and reduced lunch qualify to operate a Schoolwide Program and use funds to upgrade the education of all students at the campus. Campuses with less than 40% children receiving free and reduced lunch qualify to operate a Targeted Assistance Program and “target” their funds to services that help meet the educational needs of students most at-risk of failing to meet the State’s achievement standards.

Boerne ISD historically has fewer than 40% children on free and reduced lunch, so the campuses with the highest percentage of such students, Fabra, Curington, and Kendall, qualify for offering a Targeted Assistance program. These Title 1 schools provide additional teachers and teaching assistants, a variety of teaching methods and materials, extra staff training, mentoring, and strong parental involvement.

What services are provided at the Title I campuses?

Since Title 1 funds are site-based, schools tailor programs to meet the specific needs of Title 1 children on a given campus. Title 1 programs currently in place are **Targeted Reading Intervention** and **Targeted Math Intervention**.

Not only are we very proud of these exemplary programs, but Title 1 classrooms are staffed with teachers and/or teaching assistants who are among the most talented, capable, and innovative educators in the district. They have been trained in the use of a variety of materials and educational programs designed to accelerate students’ academic performance.

What are Title I requirements?

Periodically major federal changes occur in Washington, which reverberate locally. Major Federal rules changed January 8, 2002, when the new Title 1 regulations became effective. Below are five key features of the law that your child’s school and the district must implement:

- 1) A school-parent partnership describing the mutual responsibilities of the parent/school.
- 2) An annual parent/teacher conference and other meetings as scheduled to discuss the partnership.
- 3) School performance profiles and individual student assessment results.
- 4) Title 1 expenditures, which target parent involvement activities – including family literacy and parenting skills.
- 5) Title 1 expenditures, which target training of certified teachers.

What are Campus/Boerne ISD Title 1 Goals?

Your child’s school will invite all parents of children participating in its Title 1 program to an annual meeting to discuss a school – parent partnership. The Title 1 school’s responsibility in this compact is to: provide

information on parent/teacher conferences; discuss student/school profiles; provide parents information on ways they can learn how to help improve student achievement; and, give parents an opportunity to provide input to improve the Title I program. The Title I teachers and other campus staff will work closely together to achieve program goals outlined in this Title I Guide. However, in the annual meeting if program goals and objectives have not been met, plans will be revised. Information will be shared in the language spoken by the majority of the parents. Additionally, community volunteers or campus staff will assist parents who have a limited English-speaking ability. Here are key goals:

- Parents of children participating in the Title I program will accept responsibility for supporting students' learning by monitoring: school attendance; homework completion; television watching; and leisure/extracurricular activities. Parents of Title I children also agree to participate in parent training and decision-making opportunities and volunteer as frequently as is workable.
- Title I campus staff will identify students most in need of educational help. Note: Students do not have to be from families participating in the free/reduced lunch program to receive Title I assistance. Assistance is provided equitably for all students who meet the eligibility criteria defined in the application. Students who are homeless, who speak a language other than English, who reside at a residential facility for the neglected/delinquent, who receive other special services are eligible for Title I services based on their academic need.
- The Title I campus staff will provide programs that supplement – or add to, classroom instruction. These programs will provide high-quality curriculum in a supportive/effective learning environment. Evidence of a school's Title I success enables children to meet or exceed the State's recognized STAAR student performance standards.
- Title I campus staff will coordinate when appropriate with other parental involvement programs such as those for Head Start or Even Start as well as with other appropriate agencies or services – such as preschool programs, health and social agencies.

How is progress measured?

The primary means of measuring students' progress or mastery for reading or math is to check **STAAR** performance. STAAR is not the only measure used to measure student progress. In addition to district-wide reading and math assessments, other assessments may include:

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|-----------------|-------------------|--------------------------|
| ◆ Portfolios | ◆ Running Records | ◆ Teacher Observations |
| ◆ Learning logs | ◆ Interviews | ◆ Observation Checklists |
| ◆ Journals | ◆ Tests | ◆ Conferences |

The best way to determine if your child is making progress in the Title I program is to stay in touch with teachers. The best way to determine if a Title I Targeted Assistance school helps all children make adequate academic progress occurs during a continuous review process. Attending the annual meeting provides a chance to obtain campus specific Title I program feedback. Additionally, the campus site-based planning committee at your child's school defines and monitors STAAR performance improvement objectives for students in special populations. All campuses have parents and community members who sit on campus instructional goals committees to give in-put.

State law requires that Title 1 schools failing to make adequate progress toward meeting state standards (as measured by STAAR) for two consecutive years are identified for school improvement. In the Boerne ISD all Title 1 school programs meet – and in many cases exceed the State’s requirements. However, should progress lag at some future time, a Title 1 Targeted Assistance school must take corrective action by identifying Title 1 school improvement initiatives in the Campus Improvement Plan. The District Improvement Plan will also define Title 1 district improvement initiatives to help the given Targeted Assistance campus meet state standards.

How can parents help?

As a parent, you’re part of the Title 1 Team! Schools with a record of success in working with children that qualify for Title 1 programs are usually those with extremely high levels of family and community involvement.

You are your child’s first teacher, and you have a strong influence on your child’s success in education. Title 1 teachers and administrators are committed to planning and designing programs that work. Helping parents extend successful strategies and practices from these programs into the home is equally important.

You can help to improve your school’s Title 1 program by:

- Learning about and making suggestions to improve programs.
- Working with your child at home using suggestions from Title 1 teachers and school staff.
- Volunteering in your child’s school.
- Attending meetings – including the annual Title 1 meeting. These meetings provide opportunities to:
 - ◆ Give you information about the Title 1 program
 - ◆ Inform you about your rights & responsibilities
 - ◆ Enables you to network with teachers and other parents

How can parents share the joy of learning and make a difference in their child’s school?

There are no “quick fixes” for successful parenting. General Colin Powell – whose family emigrated from Haiti, said it best, “Success is the result of preparation, hard work, learning from failure.”

Strong Families, Strong Schools: Building Community Partnerships for Learning

(<https://www.ncjrs.gov/pdffiles1/Digitization/154491NCJRS.pdf>) suggests the following steps families can take at home, in addition to making sure their children go to school every day:

- ◆ Only keep a child home for illness.
- ◆ Read together at home.
- ◆ Express high expectations. Tell your child every day that you know they can do well in school.

- ◆ Schedule daily homework times.
- ◆ Monitor their out-of-school activities and make sure they never take priority over school learning activities.
- ◆ Use TV wisely – no more than 2 hours on school nights.
- ◆ Talk with your children and teenagers about anything that is difficult or too easy for them in school. Ask if there is anything they like to do or worry about.
- ◆ Communicate and model positive values and character traits – like hard work, respect, & responsibility.
- ◆ Ensure that students are enrolled in challenging courses that meet their needs.
- ◆ Communicate with the school instead of waiting until problems arise.
- ◆ Make specific suggestions to the school in areas that could better meet your family’s needs.
- ◆ Use community resources such as after school programs and adult education classes.

What are other sources of help and information?

Title 1 teachers and/or teaching assistants, regular classroom teachers, and school counselors can help with questions and concerns about your child’s needs. The school principal is a specific source of information about school programs, rules and staff at your child’s school.

Additional sources of information:

- 1) Education Service Center, Region 20 (210-370-5200) funds professionals who are able to answer questions about Title 1 programs.
- 2) The Texas Education Agency (TEA) also has Title 1 staff who can provide information on state programs and policies. Call the Division of Federal and State Education Policy at (512) 463-9414 (ESSASupport@tea.tx.gov; website: <https://tea.texas.gov/finance-and-grants/grants/essa-program/title-i-part-a-improving-basic-programs>)
- 3) Parental involvement resources can be found at the Region 16 Education Service website: <https://www.esc16.net/apps/pages/PFETexas>

Boerne Independent School District Parent Involvement Program

Statement of Purpose

Boerne ISD believes every child should have the opportunity to attain his/her full potential. Therefore, Boerne ISD will maximize its resources to enable each child to become a successful learner. A key resource is its people: administrators, teachers, school staff, parents, and community members. We will work together to establish effective partnerships; together everyone achieves more. School and home must work together to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.

Boerne ISD will provide to all parents the grade level goals for its students. Boerne ISD will also publish the STAAR testing schedule and assessment goals. Those students that need extra assistance will have access to programs that will help them meet these goals.

Boerne ISD will make every effort to include parents in the development, evaluation, and revision of the Title I Program and the Parental Involvement Policy. The parent-school compact will describe the responsibilities of key stakeholders and useful channels of communication. The goal of our parental involvement program is student success.

Administrative Policy

The District Site Based Committee will develop and revise the Boerne ISD Parental Involvement Administrative Policy. The parent volunteers on this committee will represent the diversity of the student population, and one or more parents on the committee will have children participating in a Title I Program. The Site-Based Committee will convene at a time and place convenient to its members.

Boerne ISD will hold an annual meeting during the first 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.

Since the goal of Boerne ISD is student success, the expectations for school performance, individual student assessments, and grade level curriculum will be provided in a format parents can understand.

Parents will be advised that the effectiveness of the Parental Involvement Program will be evaluated annually and the policy will be revised to meet the needs of the students, school, parents, and community.

Boerne ISD values the partnership of the parents in their children's education. The Parent-School Compact, developed, reviewed, and revised annually, will define ways that stakeholders in the Title I Programs can work together to contribute to student achievement. The compact will

identify the responsibilities of the staff to provide high-level curriculum and instruction and the expectations of the parents to provide support in their children's learning. The compact will be distributed at the annual meeting. If parents are unable to attend the meeting, the compact will be signed at parent-teacher conferences.

Boerne ISD will communicate with parents on a regular basis. Important information will be provided in the school student handbook as well as in the Title I Parent Handbook. Important information will also be provided

through school newsletters, flyers sent home with students, and on the district website. Notices about student performance will be sent home with children, or provided by phone calls, e-mails, and conferences. In so far as possible, all communication will be provided in a language and format the parents can understand.

Annually Boerne ISD will assess the needs of the parents and children in the school community using a variety of tools. The findings will be used to revise the Title I Program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs.

The District Site-Based Decision-Making Committee and Campus Site-Based Decision Making Committees will evaluate the effectiveness of the Parental Involvement Program. Revisions to the Title I Program and the Parental Involvement Administrative Policy will be developed and agreed upon with parent input and will be communicated to the parents in the district or school.

Concluding Statement

Boerne ISD is committed to the success of students. We will work together with parents to monitor the effectiveness of our Parental Involvement and Title I Programs and to provide excellence in education. This policy will be promoted by the administrators, principals, and other school staff as we seek active participation by our parents.

Boerne ISD Campus Parent Involvement Policy

Each Title I campus will involve parents in the joint development of the Title I plan and the process of school review and improvement.

An adequate number of parents will work collaboratively with the Site Based Decision Making Team in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I Programs.

Annually the school will convene a meeting to which all parents of participating students are invited to inform the parents of the school's participation in the Title I Program and of the parents' right to be involved.

Parents will be provided timely information about available school programs and activities through newsletters, flyers, newspaper articles, and meetings offered at a variety of times.

Parents will be provided with the school performance data and assistance with interpreting their child's individual assessment results on STAAR and other individual reading and math assessments.

Parents will be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

Parents of students in Title I programs will be joint partners in the education of their child. They will sign a parent compact which delineates this joint agreement. Toward this end, parents will be provided with information allowing them to assist their child in continuing his/her reading and/or math development at home.

Parents have the right to request teacher qualification information at the start of each school year. If a child is assigned to a teacher who is not highly qualified for four or more consecutive weeks, notification will be sent to the parents.

Annually parents of students participating in a Title I program will have the right to review the parental involvement plan to determine its effectiveness in increasing the academic quality of the school.

Boerne ISD 2023-2024 Title I Program Summary

Boerne ISD applies for Title I, Part A funds and operates a Title I, Part A Targeted Assistance program on three campuses. Campuses are eligible for that program if their low socioeconomic student percentage is greater than that of the district average (19.28%). The elementary schools prioritized for participation are Curington (33.28%), Fabra (38.18%), and Kendall (23.16%).

Students are selected for participation in the Title I program using the criteria below. Campuses rank, and serve, those students most at risk of not meeting state performance standards in Reading and Math.

Reading

	English/ Spanish	English & Spanish	English & Spanish		
PK	CIRCLE/ CIRCLE	Istation ISIP		Teacher Data	Parent Interview
K	mCLASS DIBELS/ Lectura	Istation ISIP		Teacher Data	Parent Interview
1	mCLASS DIBELS/ Lectura	Istation ISIP		Teacher Data	Parent Interview
2	mCLASS DIBELS/ Lectura	Istation ISIP		Teacher Data	Parent Interview
3		Istation ISIP	STAAR	Teacher Data	
4		Istation ISIP	STAAR	Teacher Data	
5		Istation ISIP	STAAR	Teacher Data	

Mathematics

	English & Spanish	English & Spanish	English & Spanish		
PK	CIRCLE			Teacher Data	Parent Interview
K	NWEA MAP	Zearn		Teacher Data	Parent Interview
1	NWEA MAP	Zearn		Teacher Data	Parent Interview
2	NWEA MAP	Zearn		Teacher Data	Parent Interview
3	NWEA MAP	Zearn	STAAR	Teacher Data	
4	NWEA MAP	Zearn	STAAR	Teacher Data	
5	NWEA MAP	Zearn	STAAR	Teacher Data	

