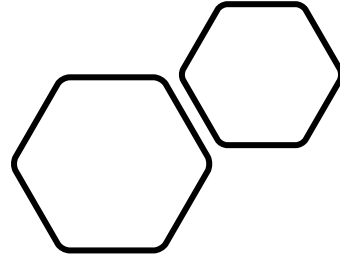


# ANNUAL TITLE I STATE OF THE SCHOOL MEETING



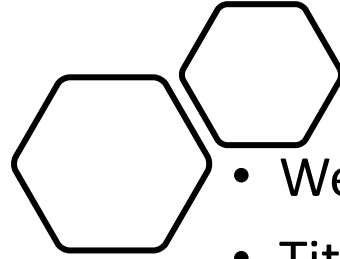
Sanders Elementary  
Garrett Middle  
South Cobb High

SEPTEMBER 9, 2021  
6 – 7 PM

# AGENDA

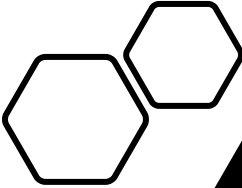
## September 9, 2021

### 6:00 PM

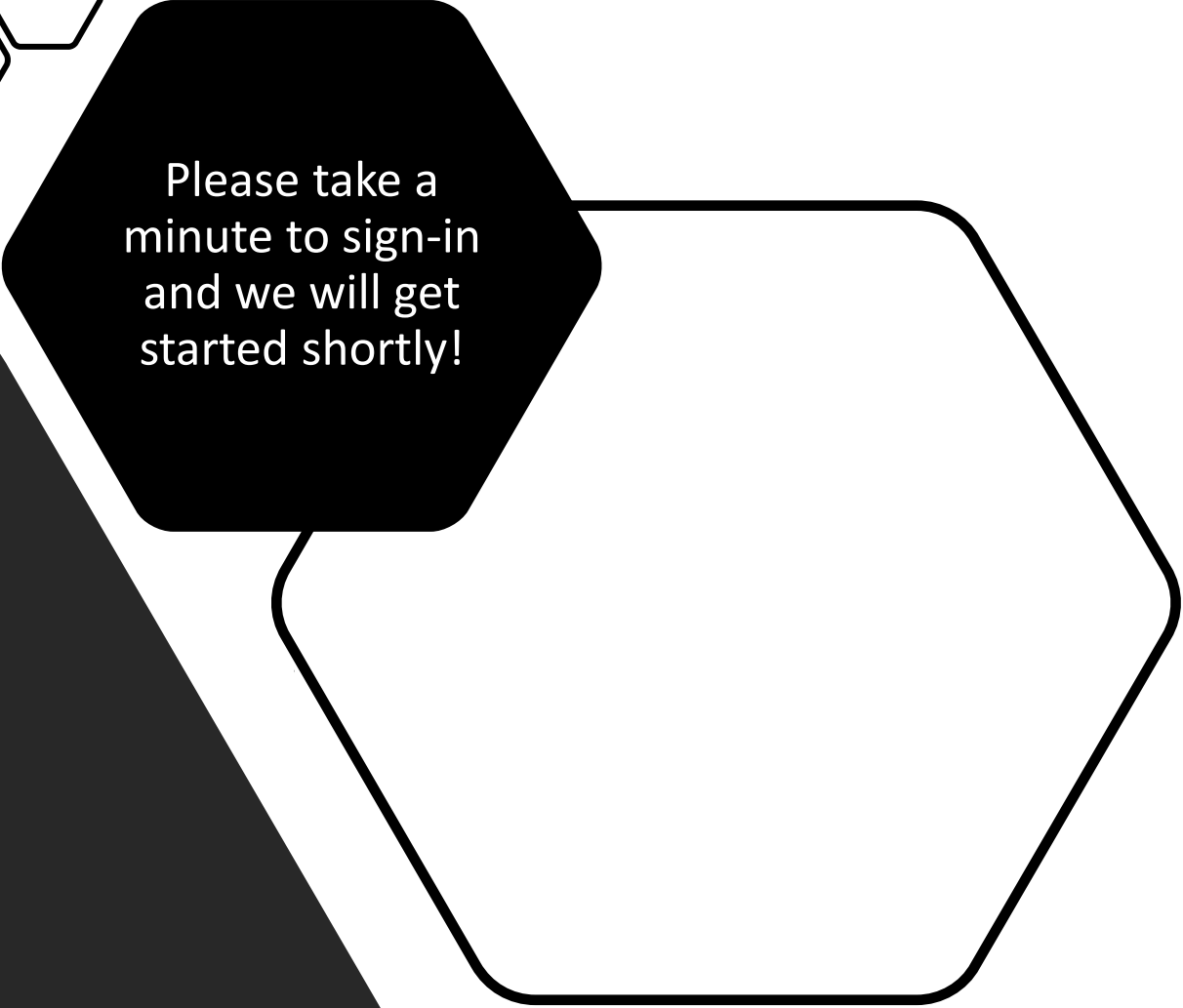


- Welcome + Sign-in
- Title I Program
  - Requirements
  - Participations
  - Fund Usage
- Our Title I Program
  - Title I Schoolwide plan/goals & School Parent Compacts
  - Curriculum, Assessments, Report Cards
  - School & District Family Engagement Policies
  - Parents Right to Know
  - Parent/Family Funding and Engagement Opportunities
- Q&A
- Closing + Evaluation/Survey

WELCOME!



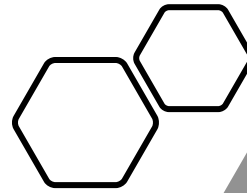
Please take a  
minute to sign-in  
and we will get  
started shortly!



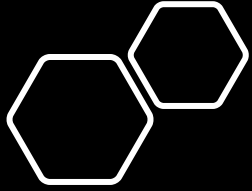
PARTICIPATING  
SCHOOLS IN  
THE SOUTH  
COBB CLUSTER

- Sanders Elementary School
  - Laura Fiedler - Principal
- Garrett Middle School
  - Kristie Brown – Principal
- South Cobb High School
  - T.J. Perry – Principal

# PLEASE SIGN-IN



- \*QR code & Link will be here\*
- Also place link in chat
- [Sign-In Here!](#)



# TITLE I PROGRAM

Title I is a program that provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of children in poverty to help ensure that all children meet challenging state academic content and student academic achievement standards. Title I funds are allocated to schools based on the percentage of students receiving free or reduced lunch.

- Elementary: 55%
- Middle School: 55%
- High School: 70%

In addition to federal funding, schools and districts must ensure that strong strategies are in place to: 1) build capacity to engage parents/stakeholders in an effective partnership with the school; and 2) share and support high student academic achievement.

# TITLE I PROGRAM REQUIREMENTS

1. Schoolwide Title I schools must conduct a comprehensive needs assessment (CNA) that identifies the school's strengths and challenges in key areas that affect student achievement.



# TITLE I PROGRAM REQUIREMENTS (CON'T)

2. The school must take the results from the CNA to develop a comprehensive plan that will describe how the school will achieve the goals that have been identified. The plan must:
  - Identify reform strategies, aligned with the needs assessment, that are evidence-based and provide opportunities for all children to meet the state's proficient or advanced levels of academic achievement;
  - Identify measures to include teachers in decisions regarding the use of academic assessments:
  - Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, and additional assistance
  - Coordinate and integrate federal state and local services and programs





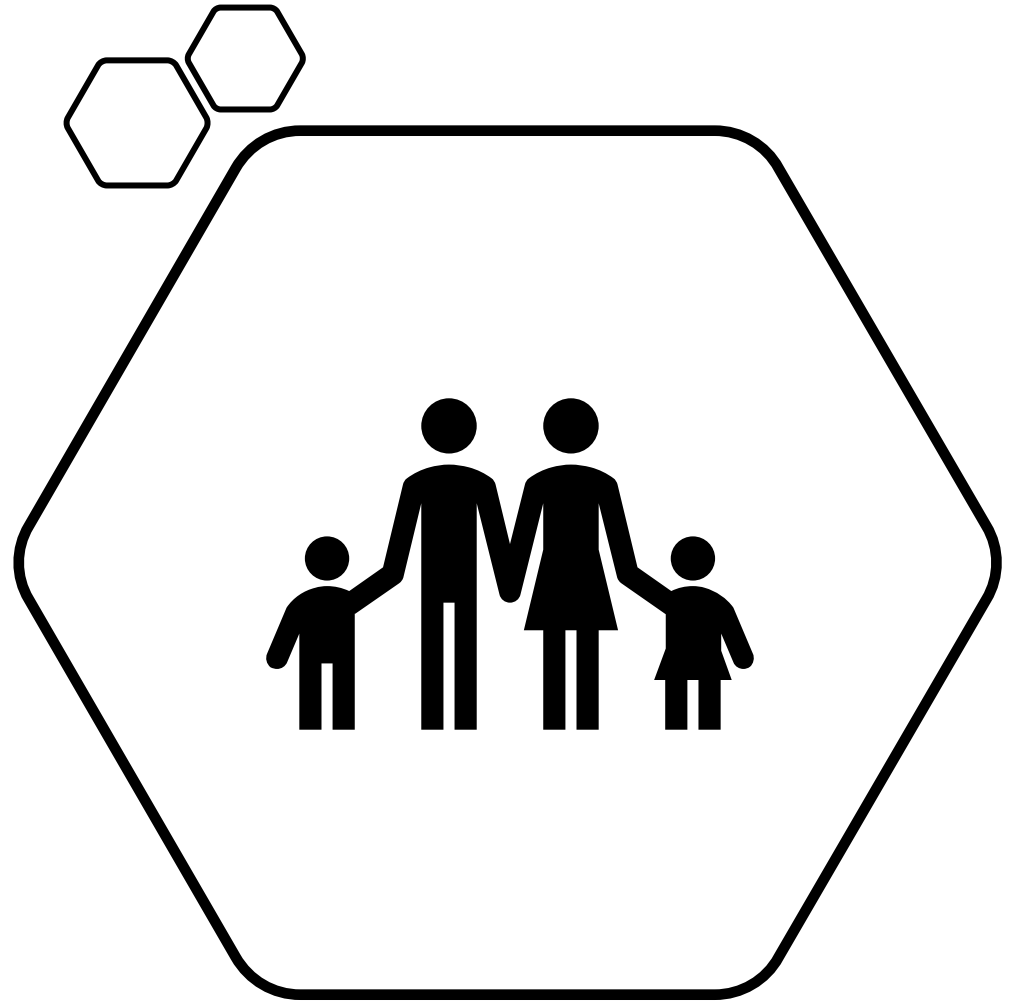
# TITLE I PROGRAM REQUIREMENTS (CON'T)

3. The school must evaluate annually the outcomes and the plan's implementation to determine:
  - Whether the academic achievement of all students, and particularly low-achieving students, improved.
  - Whether the goals and objectives contained in the plan were achieved.
  - If the plan is still appropriate as written.



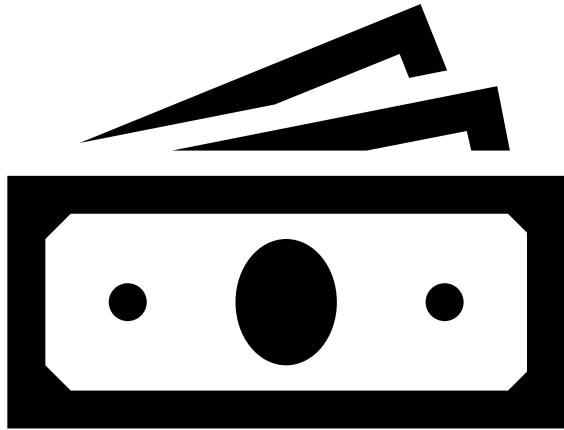
# TITLE I PROGRAM SCHOOL PARTICIPATION

- Comprehensive Needs Assessment
- School-wide reform strategies that are evidence-based
- Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance
- Coordination and integration of federal state and local services and programs



# TITLE I FUND SCHOOL USAGE

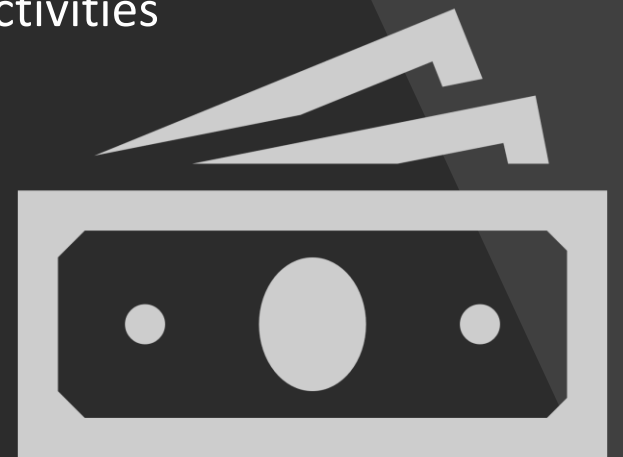
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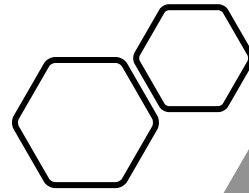
- Title I funds are spent on the strategies that are outlined in the school improvement plan, which is developed by school leadership, parents, and community members. The plan is developed by completing a comprehensive needs assessment for the school, selecting evidence-based strategies, and evaluating the results accordingly.

# EXAMPLES OF TITLE I FUND USAGE

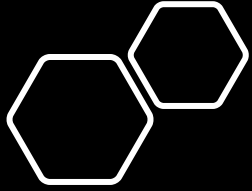
- Smaller classes or special instructional spaces
- Purchasing supplemental staff, programs, materials, supplies
- Opportunities for professional development for school staff
- Extra time for teaching student the skills they need
- Individualized learning programs for students
- **Recruiting/Hiring/Retaining Highly Qualified Teachers**
- After school programs, weekend programs, summer school programs
- Purchase equipment and learning materials
- Conducting parental involvement meetings/trainings/activities



ANY QUESTIONS?



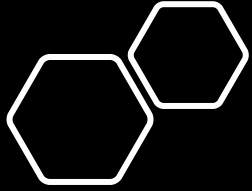
- Please make sure if you haven't already to sign-in:
- [Sign-In Here!](#)



# HIGHLY QUALIFIED TEACHER

The federal definition of a **highly qualified teacher** (HQT) is one who meets all of the following criteria:

- Holds at least a bachelor degree from a four-year institution in the subject field taught.
- Fully certificated or licensed by the state of Georgia.
- Demonstrates competence in each core academic subject area in which the **teacher** teaches.



# OUR TITLE I PROGRAM

- Title I Schoolwide Plan & Goals and School-Parent Compacts
- Curriculum, Assessments, & Report Cards
- School & District Parent/Family Engagement Policies
- Parents Right to Know
- Title I Parent/Family Engagement Funding & Parent/Family Engagement Opportunities

# TITLE I PROGRAM & FUNDS

## Supports both students and teachers

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Tutoring (before and after school)



Summer Learning Programs



Math and Reading Support Classes



Professional Learning for staff



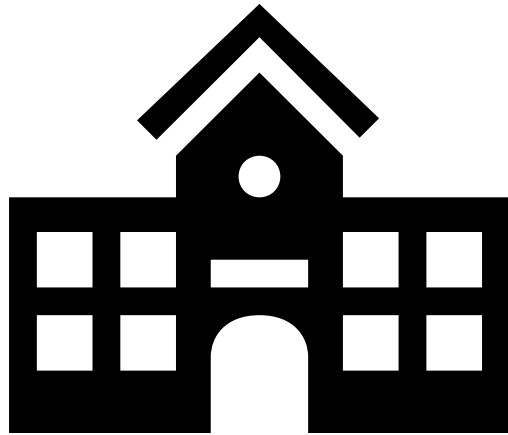
Academic Coaches (support for teachers and students)



# TITLE I PROGRAM & FUNDS

## Supports School Goals

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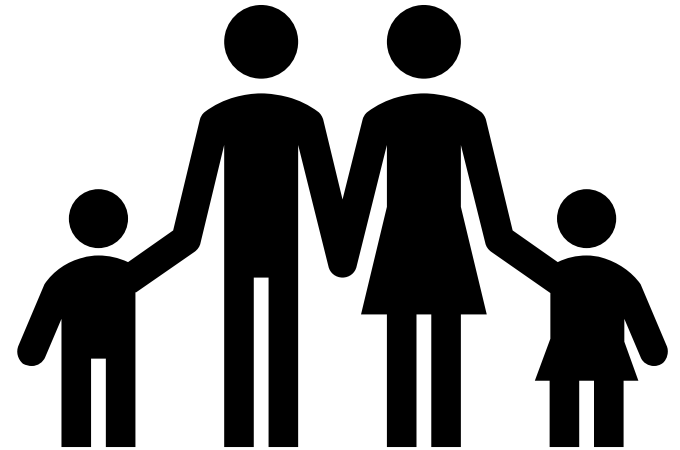


- Use of Assessment for and of Learning
  - Formative and Summative Assessments
  - Regrouping
- Pacing guides, planning calendars, curriculum maps, and unit frameworks for teachers
- Family Engagement Activities

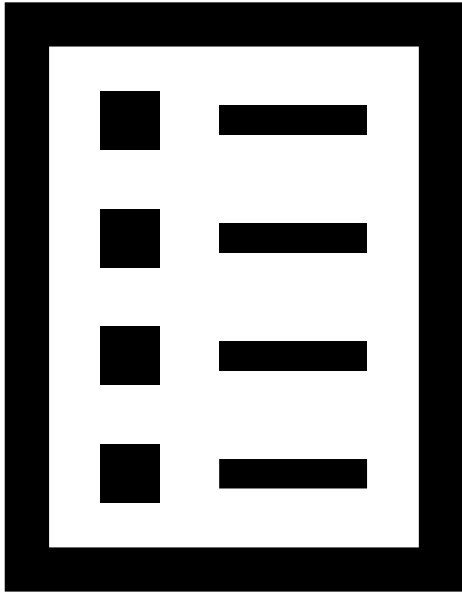
# SCHOOL-PARENT COMPACT

This document is a voluntary agreement co-developed by parents, teachers, and the administrative staff at your child's school. It explains how parents and teachers will work together to ensure ALL STUDENTS reach grade level standards.

- These goals are linked to the school improvement plan
- The focus is on student learning and developing skills
- The compact describes how teachers will help the students by using effective evidence-based strategies
- Strategies will be provided for parents to use at home with their child(ren)
- The compact also discusses how parents and teachers will communicate effectively
- The compact will also describe opportunities for parents to volunteer, observe, and participate in the classroom



# CURRICULUM THE SCHOOL USES



GEORGIA STANDARDS OF EXCELLENCE

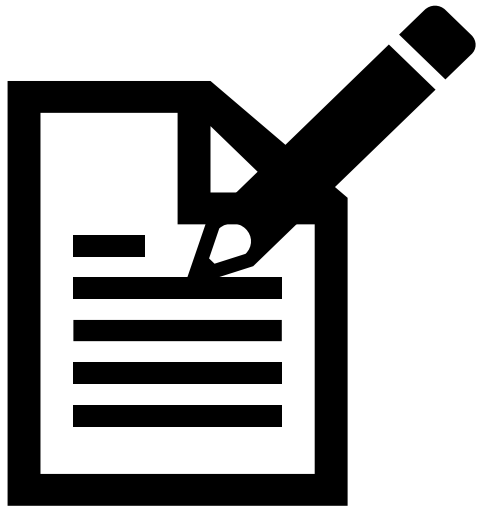
Mathematics

English/Language Arts (ELA)

Social Studies (SS)

Science

# REQUIRED ASSESSMENTS



## Iowa Assessment:

Grades 3, 5, 7 are tested in the areas of Reading, Math, Language Arts, Science, & Social Studies

## Reading & Mathematics Inventory

## Georgia Milestones

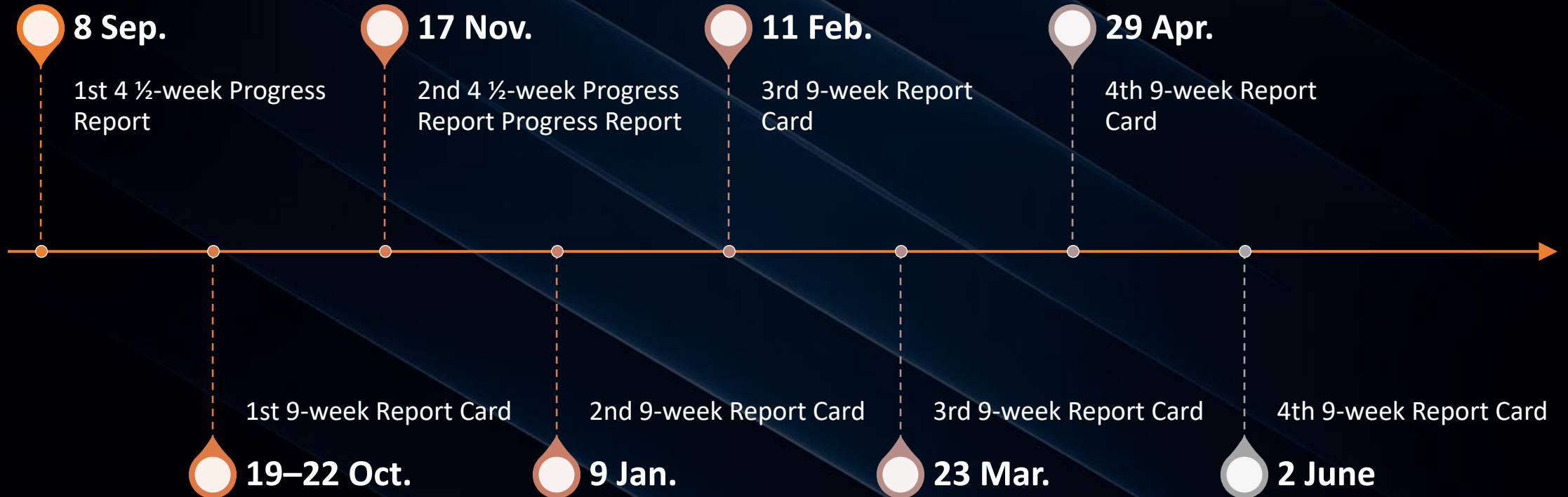
## End of Grade Assessments (EOG) :

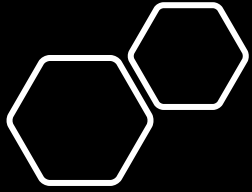
Grades 3-8 will test in the following areas: ELA, Math, Science, & Social Studies (Distinguished, Proficient, Developing, Beginning Learner)

## End of Course Assessments (EOC):

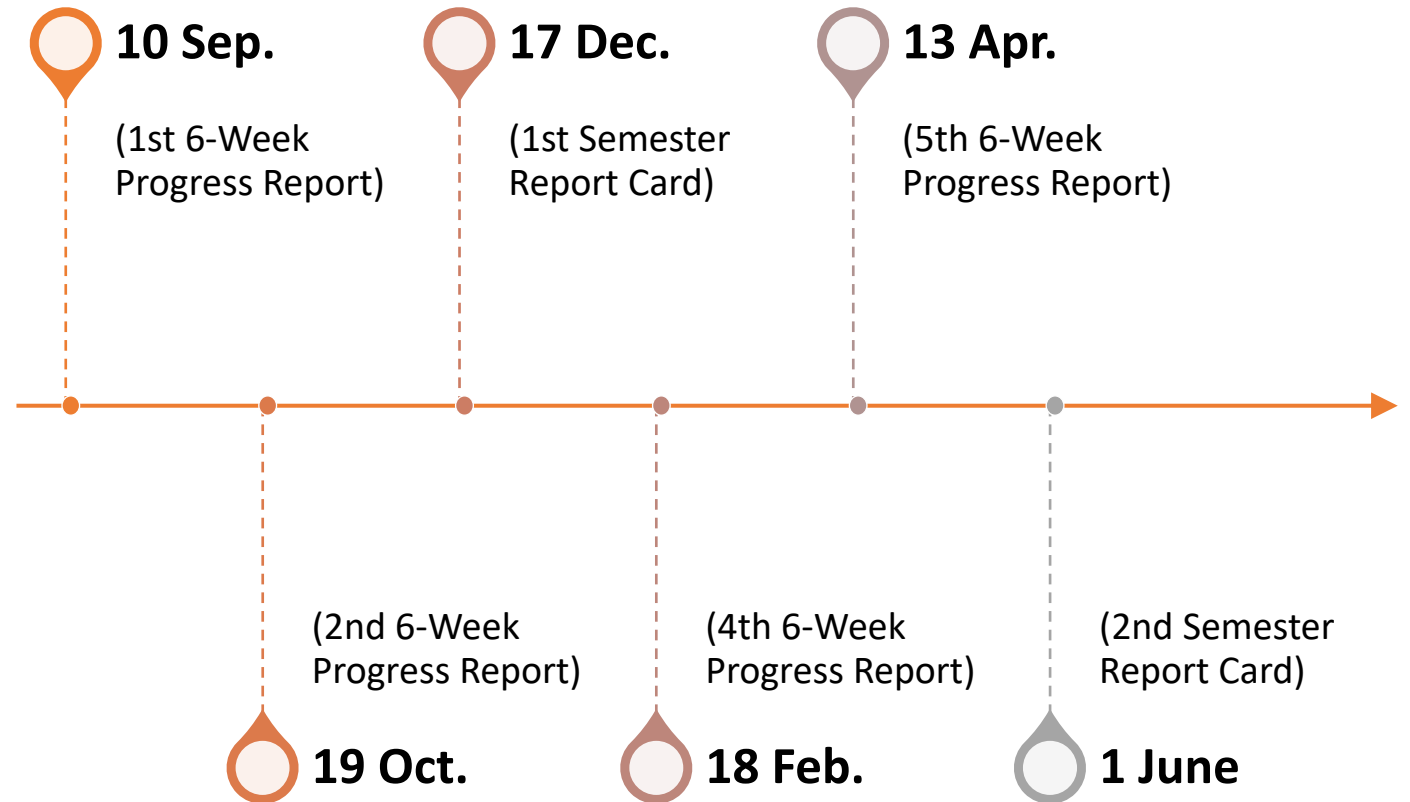
High School students will test in the following areas: 9<sup>th</sup> Grade Literature, American Literature-11<sup>th</sup>, Coordinate Algebra-9<sup>th</sup>, Analytic Geometry-10<sup>th</sup>, Biology-10<sup>th</sup>, U.S. History-11<sup>th</sup>, Economics-12<sup>th</sup>

# REPORT CARDS – ELEMENTARY & MIDDLE SCHOOL

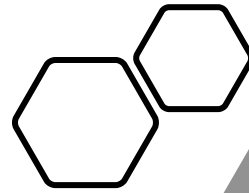




# REPORT CARDS – HIGH SCHOOL

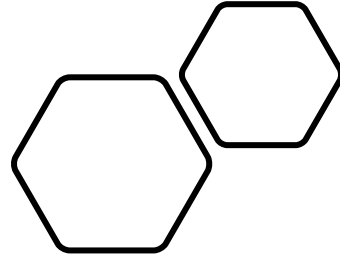


ANY QUESTIONS?



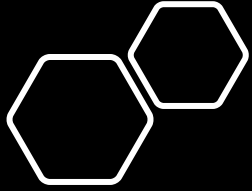
- Please make sure if you haven't already to sign-in:
- [Sign-In Here!](#)

# SCHOOL & DISTRICT PARENT/FAMILY ENGAGEMENT POLICIES



The school and district parent/family engagement policy document describes how we will support your role as parents in the education of our children. It is always developed with your input.



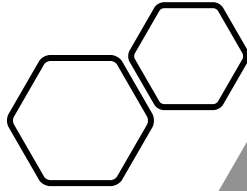


# PARENTS' RIGHT TO KNOW

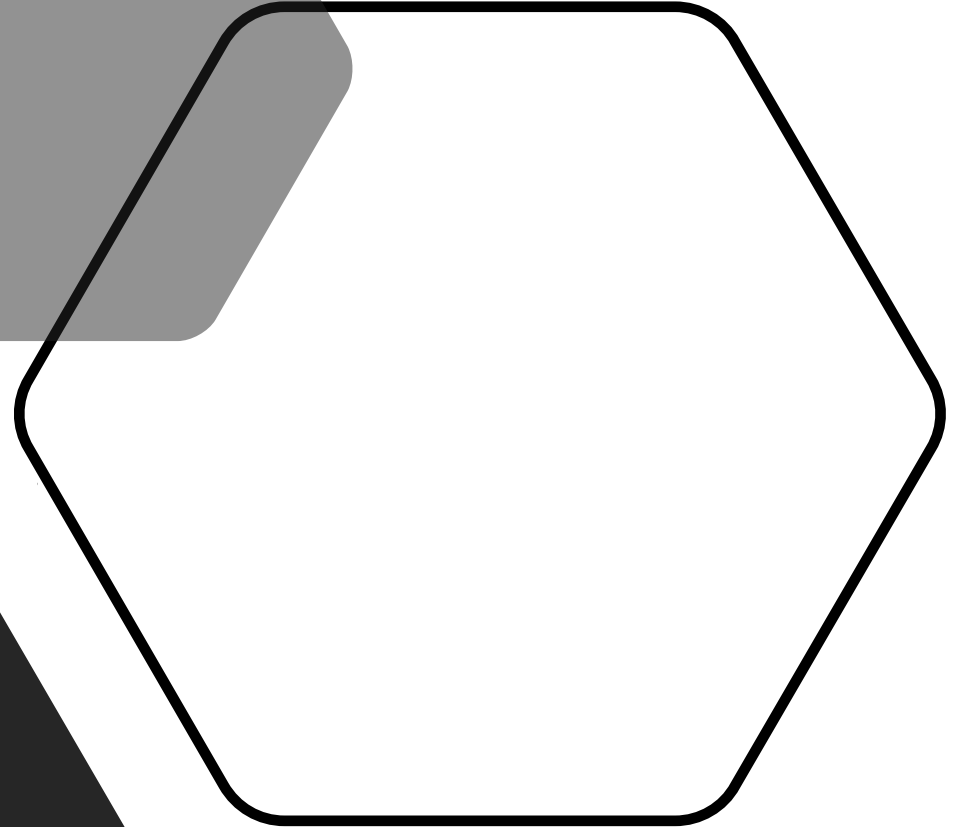
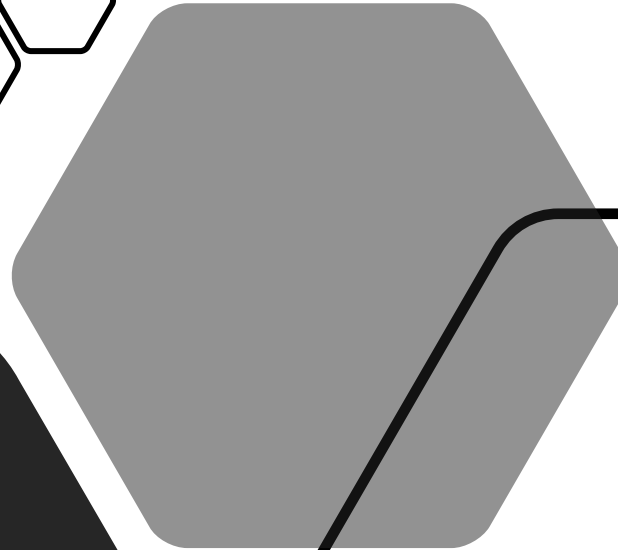
In Georgia, all LEA schools are required to notify parents at the beginning of the school year of their 'right to know' the professional qualifications of the student's classroom teacher(s) and paraprofessional(s). Parents may request the following information:

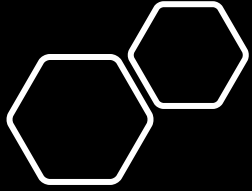
- 1. Whether the student's teacher-**
  - has met State qualification and licensing criteria for the grade levels and subject
  - areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State
  - qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.
- 2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.**

# TITLE I PARENT/FAMILY ENGAGEMENT FUNDING



- Parent Resource Room
- Supplemental strategies/initiatives  
(See activities plan)
- Parent Workshops
- Professional Development  
Opportunities

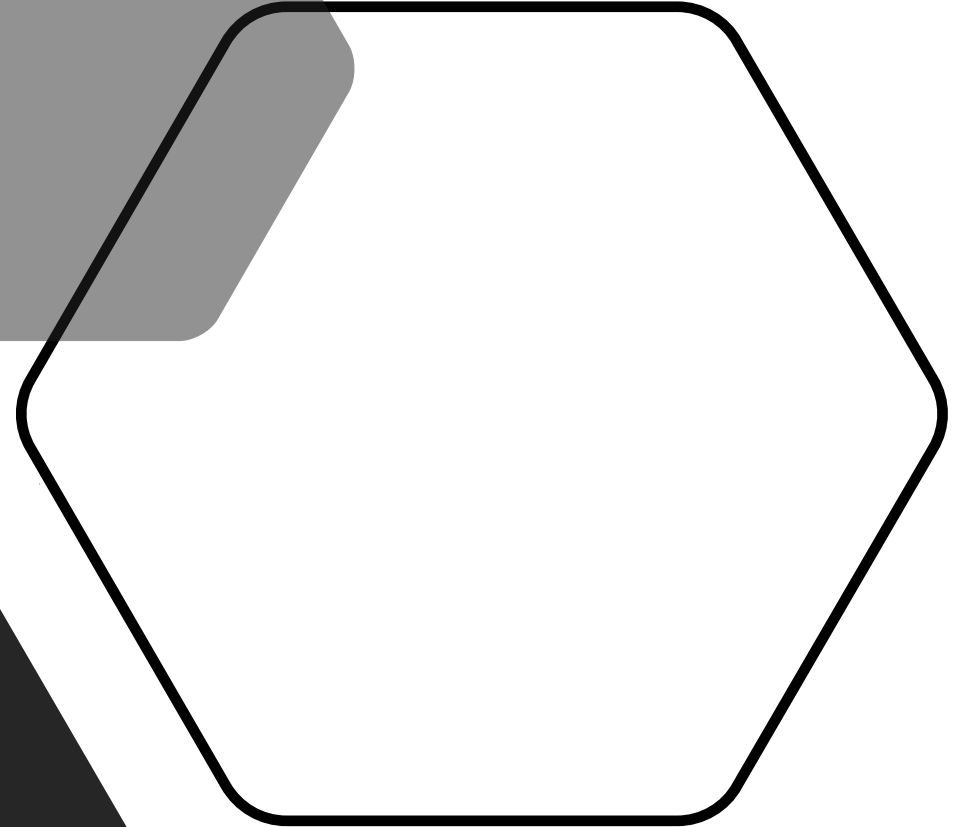
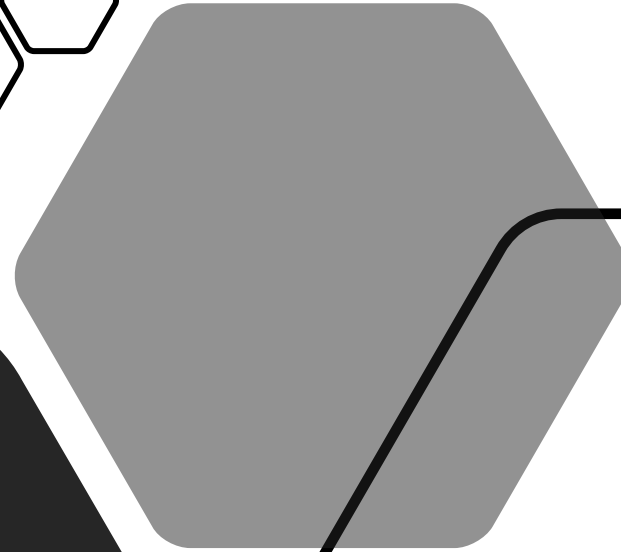
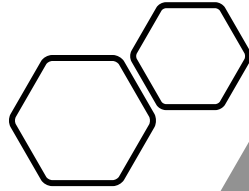




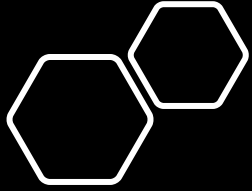
# TITLE I PARENT/FAMILY ENGAGEMENT OPPORTUNITIES

- Family/parent engagement opportunities are listed on activity plans
- Volunteer opportunities – Various areas are updated weekly such as, Front Office, Classroom Assistants, Computer Labs, Partners in Education
- Parent decision making opportunities - Local PTSA, School Council

# SCHOOL-WIDE GOALS




**Review your school's data packet or  
contact your Parent Facilitator.**



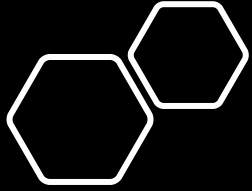
# DISTRICT GOALS

- Increase student performance in all core content areas by 2% annually as measured by achievement data.
- CCSD will increase the participation rate of families and communities engaging in services/programs by 10% as measured by CTLS Parent data, survey results & web view module.
- By 2023, we will reorganize the PL framework to meet the needs of all schools to ensure alignment with Superintendent Priorities as measured by PL opportunities, surveys, and student achievement.
- By the end of 2025 school year every school will have identified practices and resources that support student success as measured by student academic, perception, or discipline data



## HOW RESPONSIVE WILL THE SCHOOL BE TO MY QUESTIONS WHEN STAFF IS CONTACTED?

- The South Cobb Cluster Family welcomes your input, concerns, and questions. We strive to exceed your expectations daily. Please visit your school's website for staff contact information, blogs, and other Title I information.
- **Cobb County Title I Headquarters**
  - 770-437-5933



# THANK YOU!

- Thank you for your participation and support of our Title I programs.
- Please complete the survey on the way out of the meeting
- [Exit Survey](#)

