STATE OF THE SCHOOL CLUSTER / LOCAL SCHOOL MEETING FY21

CCSD FAMILY AND COMMUNITY ENGAGEMENT PROGRAM OFFICE

August 28, 2020 | Virtual Zoom Meeting | 1:00pm

BRYANT ELEMENTARY

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August 28, 2020 Virtual Zoom Meeting 1:00pm

WELCOME

PRINCIPAL AGENDA

- ❑ What is a Title I school?
- ❑ How does our school spend Title I money?
- ❑ How does our school participate in the Title I program?
- ❑ What are our school's Title I (schoolwide or targeted assistance) requirements?
- ❑ How responsive will the school be to my questions when the staff is contacted?
- ❑ Closing & Evaluations

PARENT FACILITATOR AGENDA

- ❑ Our school Improvement Plan and Goals
- ❑ Our School-Parent Compacts
- ❑ The Curriculum, Standards, Assessments & Report Cards
- ❑ The School and District Parent and Family Engagement Policies
- ❑ Teacher Professional Qualifications
- ❑ Title I Parent and Family Engagement Funding & Parent and Family Engagement Opportunities

WHAT IS THE TITLE I PROGRAM ?

Title I, Part A (Title I) of the **Elementary and Secondary Education Act**, as amended (ESEA) provides financial assistance to local educational agencies (**LEAs**) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging **state** academic standards.

- Title I funds are allocated to schools based on the percentage of student receiving free/reduced lunch.

Bryant Elementary – 87.3%

HOW DOES OUR SCHOOL SPEND TITLE I MONEY?

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.

Funds are used for:

- Hiring staff to provide support and lower class sizes (Coaches, Read 180 Teacher)
- Purchasing supplemental staff, programs, materials, supplies
- After school programs/Tutoring
- Opportunities for professional development for school staff
- Individualized learning programs for students (Read 180, Summit, Freckle)
- Conducting Parental Involvement Meetings/Trainings/Activities
- Purchase equipment and learning materials (Laptops, iPads, Learning Kits, Assessment Tools, etc.)

HOW DOES OUR SCHOOL PARTICIPATE IN THE TITLE I PROGRAM?

- Comprehensive Needs Assessment
- School Wide Reform Strategies That are Evidence- Based
- Instruction by Highly Qualified Staff
- Strategies to Increase Parental Engagement
- Coordination and Integration of Federal, State, and Local Services and Programs
- Activities to Ensure that Students who Experience Difficulty Mastering Standards shall be Provided with Effective, Timely Assistance

WHAT ARE THE REQUIREMENTS OF OUR TITLE I PROGRAMS ?

1. A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.
2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The schoolwide 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;

WHAT ARE THE REQUIREMENTS OF OUR TITLE I PROGRAMS ? (CONTINUED)

- 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.

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.

PARENT FACILITATORS

PARENT FACILITATOR LEAD DISCUSSION:

Dawn Allison-Ruiz, *Literacy Coach*
Nichol Powell, *Math Coach*

#1: Title I Schoolwide Plan & Goals and School-Parent Compacts

#2: Curriculum, Assessments, & Report Cards

#3: School & District Parent/Family Engagement Policies

#4: Teacher Professional Qualifications

#5: Title I Parent/Family Engagement Funding & Parent/Family Engagement Opportunities

DISTRICT-WIDE GOALS

1. Increase student performance in all core content areas by 2% annually as measured by achievement data.

2. 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

3. 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.

4. 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.

GOALS FOR THE 2020-2021 SCHOOL YEAR:

GOAL #1

The percentage of students scoring proficient or advanced on the Reading Inventory will increase by 10% from Aug. 2020 to May 2021 from a baseline of 30.8% to 34%.

GOAL #2

The percentage of students scoring proficient or advanced on the Math Inventory will increase by 10% from Aug. 2020 to May 2021 from a baseline of 30% to 33%.

GOAL #3

Decrease out of school suspension days by 10% from 2019-2020 to the 2020-2021 school year from 98 to 90.

SUPPORTS ARE IN PLACE AT ALL SCHOOLS TO ASSIST BOTH TEACHERS AND STUDENTS

- Tutoring (before and after school)
- Summer Learning Programs
- Math and Reading Support Classes
- Professional Learning for staff
- Academic Coaches (support for teachers and students)

SUPPORTS ARE IN PLACE TO HELP ALL SCHOOLS REACH THEIR GOALS

- Use of Assessment for and of Learning
  - –Formative and Summative Assessments
  - –Regrouping
- Pacing Guides, Planning Calendars, Curriculum Maps, and Unit Frameworks for Teachers
- Parent 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

WHAT CURRICULUM DOES YOUR CHILD'S SCHOOL USE ?

Georgia Standards of Excellence

- Mathematics
- English/Language Arts (ELA)
- Social Studies (SS)
- Science

GaDOE
Georgia Department of Education

WHAT TESTS WILL MY CHILD BE TAKING ?

- **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)

REPORT/PROGRESS REPORTS (ALL ELECTRONIC)

All reports will be emailed to you or placed in CTLS. You will also be able to get your Report Cards via ParentVUE.

- First Semester (2-8 weeks)
  - Progress Report: September 18
  - Report Card: October 20-23 *during Conference Week*
  - Progress Report: November 20
  - Report Card: January 8, 2021

- Second Semester (2-9 weeks)
  - Progress Report: February 12
  - Report Card: March 24
  - Progress Report: April 30
  - Report Card: June 2 (*will also be in PVUE and not mailed home*)

SCHOOL PARENT INVOLVEMENT POLICY

This document describes how we will support your role as parents in the education of our children. It is always developed *with* your input.

TEACHER QUALIFICATIONS

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

HOW IS TITLE I PARENT ENGAGEMENT MONEY SPENT ?

1. Parent Resource Room
2. Supplemental strategies/initiatives (See activities plan)
3. Parent Workshops
4. Professional Development Opportunities

WHAT OPPORTUNITIES DOES THE SCHOOL PROVIDE FOR PARENT ENGAGEMENT?

- 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

Please contact your Parent Facilitator for more specific information

HOW CAN I SHARE INPUT, ASK QUESTIONS OR SHARE CONCERNS?

The Bryant Elementary Family welcomes your input, concerns, and questions. We strive to exceed your expectations on a daily basis. Please visit the school's website for staff contact information, blogs, and other Title I information.

- **YOU MAY WAK-IN, EMAIL OR CALL YOUR RESPECTIVE SCHOOLS AT ANY TIME:**
- **Cobb County Title I Headquarters**

770 437-5933

CONTACT INFORMATION

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Parent Facilitators

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Nichol Powell – Nichol.Powell@cobbk12.org

THANK YOU!

EVALUATION:
https://tinyurl.com/BRYT1Eval