



Title I Annual Meeting

Oak Park Elementary
September 12th, 2019

Purpose of Meeting

According to the *Every Student Succeeds Act (ESSA)*, schools are required to host an Annual Meeting to explain and discuss:

- **Title I programs and requirements**

- Parent and Family Engagement Plan
- School-Parent Compact
- Parents' Right to Know
- Design, Implement and Evaluate School Improvement Plan (SIP/SWP) Goals
- Gather Stakeholder Input

- **Additional support**

- School and Family Partnerships
- Business Partnerships

What is Title I?

Title I is a federal grant that:

- Ensures all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments
- provides supplemental funds to school districts to assist schools with high concentrations of poverty to meet educational goals
- assists with building capacity of parents and teachers
- encourages parents to be involved in their children's education

Title I Funding

- Districts allocate Title I funds to qualifying schools based on the number of students eligible to receive free/reduced price meals
- Title I must supplement, not supplant district funds
- A specified amount of the Title I grant must be spent on family engagement and professional development
- Parents have the right to give input regarding how the school will use its Title I funds

Who decides how funds are used?

- Your administrative team considers data and feedback collected throughout the school year to build their school budget
- Every school has a School Advisory Council (SAC) composed of:
 - parents, teachers, staff, community members, principal and students (at middle and high schools)
- The School Advisory Council helps determine how to use Title I funds. Please consider joining!
- Use of Title I funds must align with the goals of the School Improvement Plan (SIP) and School-wide Plan (SWP) for Title I
 - Copies of these documents are available for review in the school office (translated, when possible)

Title I Programs

- All Title I public schools in Brevard are school-wide programs, meaning Title I funds, along with other local-, state- and federal funding sources are used to support all students in the school
- The primary focus of the Title I program is to support the students most at-risk for academic failure

Use of Title I Funds

- Oak Park Elementary is provided with \$481,460 to pay for services and programs for our students.
- School-based Title I funds pay for the following:
 - *Coaches (Literacy, Math, Science, PBIS)*
 - *MTSS/Title I/Parent Involvement Coordinator*
 - *2 Instructional Assistants*
 - *Professional Development*
 - *Curriculum Night Materials*
 - *Updated Technology*

School Grade Information

Overall, the most improvement was demonstrated by students showing learning gains in ELA which increased from 40% proficiency in 2018 to 48% in 2019 and the lowest 25% in math made learning gains which increased from 32% proficiency in 2018 to 41% in 2019.

- Science had the greatest decline and the lowest performing data. There was a decrease in proficiency from 45% in 2018 to 31% in 2019. Science also had the largest gap when being compared to the state average of 53%.
- Our overall ELA achievement also demonstrated a decrease from 44% proficiency in 2018 to 42% in 2019.
- The lowest 25% in ELA did not demonstrate learning gains and remained stagnant at 44% proficiency for 2018 and 2019.

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	62%	57%	44%	60%	56%
ELA Learning Gains	48%	60%	58%	40%	54%	55%
ELA Lowest 25th Percentile	44%	57%	53%	44%	46%	48%
Math Achievement	46%	63%	63%	44%	62%	62%
Math Learning Gains	53%	65%	62%	52%	59%	59%
Math Lowest 25th Percentile	41%	53%	51%	32%	49%	47%
Science Achievement	31%	57%	53%	45%	57%	55%

Oak Park - 44% =C
(1% increase from 2018)

SIP/SWP Goals

- Students will be engaged in "hands-on" science lab activities and have an increased science vocabulary through science instruction guided by our Science Coach.
- The Literacy Coach will assist with aligning instruction to the Florida standards, developing learning tasks that assess those standards and ensuring that appropriate complex text is used.
- The Math Coach will guide teachers through the implementation of a consistent math curriculum that utilizes student problem solving skills and aligned to the Florida standards.
- The PBIS Coach will assist classrooms in developing strategies for communicating clear expectations of rules and procedures to students and holding students accountable for their actions. This will build a sense of community in the classroom and throughout the school.
- The MTSS coordinator will work with teachers to deliver research-based reading interventions and monitor the progress throughout the programs.
- Title I Teachers and instructional assistants will assist in providing instruction to students needing additional support.

Educational Standards

- Florida's academic content standards establish high expectations for all students in the areas of reading, mathematics, writing, and science
- **Florida Standards for Language Arts and Math** identify what your child needs to know and be able to do. Information can be found at:
 - <http://www.cpalms.org/Standards/lafs.aspx>
 - <http://www.cpalms.org/Standards/mafs.aspx>

Testing

- Parents are to be provided information regarding the level of achievement of their child on each state academic assessment required by law
- To the extent that is feasible, testing information must be translated into a language the parents can understand

Testing

■ Grades K-2

- *KLS (Kindergarten)*
- *FLKRS (Kindergarten)*
- *QLA (Quarterly Literacy Assessments) Optional 4 times a year for grades 1-2*
- *Phonological Awareness Screener for Intervention (PASI)(Kindergarten)*
- *Phonics Screener for Intervention (PSI)(1st and 2nd grade)*
- *Optional District Math Assessments (inventory and end of year required for K)*
- *Optional District Social Studies and Science Assessments*
- *I Ready Diagnostic – given 3 times per year in Reading and Math*
- *70% mastery is required on any given District Assessment*

■ Grades 3-6

- *FSA-ELA, Math, Science – (3 or higher demonstrates proficiency)*
- *Smart to the Core Quizzes that are aligned to the standards (3-5)*
- *FAIR FS – grades 3-6- given 3 times per year*
- *QLA (Quarterly Literacy Assessments) Optional*
- *Optional District Math Assessments*
- *Optional District Social Studies & Science Assessments*
- *I Ready Diagnostic – given 3 times per year in Reading and Math*
- *70% mastery is required on any given District Assessment*

A decorative background on the left side of the slide features a chalkboard with a green surface. Two pieces of pink chalk are visible, one lying horizontally and one vertically. There are some white chalk marks on the board, including a curved line and a vertical line. The top left corner of the slide is dark and textured, resembling a chalkboard edge.

Parent and Family Engagement Plan (PFEP)

- Each Title I school must jointly develop, agree upon, and distribute to parents a written **Parent and Family Engagement Plan (PFEP)**
- The Parent and Family Engagement Plan (PFEP) describes how the school will carry out parent involvement requirements, including the development of a **School-Parent Compact**



Parent and Family Engagement Plan (PFEP)

Title I schools must:

- provide **timely information** about Title I programs to parents
- **explain** the curriculum, assessments, and the minimum standards that students are required to meet
- **offer** a flexible number of meeting dates and times

Parent and Family Engagement Plan (PFEP)

Title I schools must:

- involve parents in making decisions about how Title I funds reserved for parent involvement should be spent
- provide documents to show that families were given information translated in their native language, when reasonable
- show evidence of continuous communication between the school, families, students, and community



Parent and Family Engagement Plan (PFEP)

Title I schools must:

- provide information on how the school works with community, volunteers, and business partnerships to increase student achievement
- provide trainings to staff and parents designed to increase student achievement and support family engagement

Parent and Family Engagement Plan (PFEP)

Title I schools must:

- jointly conduct an annual evaluation of the content and effectiveness of the school's Parent and Family Engagement Plan (PFEP)
- monitor and evaluate the strategies of the Parent and Family Engagement Plan (PFEP)
- use the findings of the evaluation to design and revise strategies for more effective family involvement

Parent Survey Results

- The 2018-2019 end of the year parent survey results stated that families would like more consistent communication throughout the year, and they would like to be more involved in school decisions.
- Actions as a result of analyzing the results are:
 - *A school calendar that has information about events happening throughout the year will be sent home with every family.*
 - *Having Title I nights monthly that include family activities and learning strategies that can be used at home.*
 - *Monthly newsletters that provide information about upcoming activities and information about school decisions.*
 - *Inviting new members to join PTO and SAC and sending out the information that was discussed at the meetings.*

Please fill out surveys as they come home, this is how we get input from you 😊

Title I Complaint Procedure

Parents have the right to submit comments regarding district and/or school Title I plans

- Comments should be turned in to the school
- The school will forward comments to the district Office of Title I
- The district Office of Title I will include parent comments when plans are submitted to the Florida Department of Education

School-Parent Compact

- Each school must have a School-Parent Compact that is written by parents and school personnel

Student	Parent	Teacher	Student
Student Responsibilities <ul style="list-style-type: none">Attend and School-based Title I Parent Involvement Programs in Brevard County, which align to B.E.S. 218.002(2)(b) in order to create and family engagement for every child, every family, every teacher, every day.This Compact outlines the responsibilities, the school staff will have for the students and the parents will have for the students and the school.By signing this Compact, the school and parents will build and establish a partnership that will help our students achieve the state's high standards for the school year.	Parent Responsibilities <ul style="list-style-type: none">Attend and School-based Title I Parent Involvement Programs in Brevard County, which align to B.E.S. 218.002(2)(b) in order to create and family engagement for every child, every family, every teacher, every day.This Compact outlines the responsibilities, the school staff will have for the students and the parents will have for the students and the school.By signing this Compact, the school and parents will build and establish a partnership that will help our students achieve the state's high standards for the school year.	Teacher Responsibilities <ul style="list-style-type: none">Attend and School-based Title I Parent Involvement Programs in Brevard County, which align to B.E.S. 218.002(2)(b) in order to create and family engagement for every child, every family, every teacher, every day.This Compact outlines the responsibilities, the school staff will have for the students and the parents will have for the students and the school.By signing this Compact, the school and parents will build and establish a partnership that will help our students achieve the state's high standards for the school year.	Student Responsibilities <ul style="list-style-type: none">Attend and School-based Title I Parent Involvement Programs in Brevard County, which align to B.E.S. 218.002(2)(b) in order to create and family engagement for every child, every family, every teacher, every day.This Compact outlines the responsibilities, the school staff will have for the students and the parents will have for the students and the school.By signing this Compact, the school and parents will build and establish a partnership that will help our students achieve the state's high standards for the school year.

- The compact outlines the responsibilities of the students, parents, and school staff in striving to raise student achievement
- The compact will be shared during parent-teacher conferences throughout the year
- The compact is to be reviewed each year by the parent, student, and teacher



Parents' Right to Know

- Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals
- Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher who is not state certified



Research shows...

(Epstein and Associates, 2009)

No matter the socio-economic status, when parents are involved, students are more likely to:

- attend school regularly
- earn better grades
- obtain better test scores
- pass courses
- be promoted to the next grade
- adapt to change
- have better social skills
- graduate
- continue their education

Tips for Success:

- Communicate with your child's teacher often throughout the year!
- Consider joining the PTO, School Advisory Council (SAC) or the Title I District Advisory Council. Let your voice be heard!
- Oak Park has a Parent Resource Center that provides materials and resources that families may check out to use at home
- Reach out to our Parent Involvement contact, Lisa Cisko, to discuss available materials: Cisko.lisa@brevardschools.org or 269-3252 ext. 4005

Tips for Success:

- <https://www.brevardschools.org/OakParkES>
- Google Translate

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ABOUT US DEPARTMENTS & PROGRAMS CAREERS FOCUS



TO SERVE EVERY STUDENT WITH EXCELLENCE AS THE STANDARD

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Parents & Students

2.

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LAUNCH MENUS TRANSPORTATION CONTACT CALENDAR

Tips for Success:

- Don't forget to sign up for your **FOCUS account**. Monitor your child's grades and stay in touch with their teacher!
- Please consider **volunteering** in your child's classroom this year! Volunteer Orientation is Wednesday, September 18th at 9:30 am. We'd love to have you!
- Please complete the **Annual Meeting Feedback form**. Your opinions matter to us!