



Title I Annual Meeting

Cox Elementary School

September 23, 2021

5:00 p.m.

Virtual



Title I Programs Can Help:

- Children do better in school and feel better about themselves
- Teachers understand the needs and concerns of students and parents
- Parents understand their child and be more involved in the child's education

What is a Title I School?

- Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...
 - Identifying students experiencing academic difficulties and providing timely assistance to help these student's meet the State's challenging content standards.
 - Purchasing supplemental staff/programs/materials/supplies
 - Conducting parent engagement meetings/trainings/activities
 - Recruiting/Hiring/Retaining Professionally Qualified Teachers
- Being a Title I school also means family engagement and parents' rights.

Title I Funds

- Any Local Educational Agency (School District) with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of it's Title I allocation for parental involvement.
- Of that 1%, 10% may be reserved at the school district for system-wide initiatives related to family engagement. The remaining 90% must be allocated to all Title I schools in the district. Therefore each Title I school receives its portion of the 90% to implement school-level family engagement.
- **You, as Title I parents, have the right to be involved in how this money is spent.**



School-wide or Targeted Assistance

- Intervention Block
- Small Group differentiation
- Migrant
- ESOL



School-Improvement Plan

- Planning team
- Needs Assessment
- Strategic Goals
- Research based strategies
- Evaluation of plan



School-Improvement Plan

- Student academic assessments
- Information on proficiency levels
- Additional assistance provided struggling students
- Coordination and integration of federal funds and programs
- Family Engagement Strategies, including the school Family Engagement Policy

Curriculum

Reading

- Next Steps Guided Reading
- Amended Bookworms
- Writer's Workshop

Math

- Amended Bridges

Science

- STEMscopes

Social Studies

- Gallopade

Assessments

MAP Growth

- Reading
- Math
- Fluency
- Science (3-5)

Next Steps Guided Reading

- Reading Comprehension



Teacher Professional Qualifications

You, as Title I Parents, have the right to request the qualifications of your child's teachers.

Family Engagement Input

- District Family Engagement
- School Family Engagement
- School –Parent Compacts
- Budget
- Volunteer opportunities
- Training school staff
- Family decision making opportunities

Family Engagement

- How can families become involved at the school
- Parents have a right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children
- The school must respond to any such suggestions from parents as soon as practicably possible

Family Engagement Funds

- CCSS reserves 1% from the total amount of the Title I, Part A funds it receives in FY19 to carry out family engagement requirements.
- Family/Parent input as sought through the Annual Evaluation Survey and Parent Forum held in the spring on how to spend these funds.

Literacy

Kindergarten:

In Kindergarten we are working on our basic Phonemic awareness skills. This means mastering letters and letter sounds, as well as being able to identify rhyming words. We are also working on sight words.

First Grade:

Our primary focus at this time is using sound knowledge to blend into words and then reading those words in simple texts to develop fluent readers. We are also currently working on a unit writing personal narratives where students are learning the steps to the writing process and how to form complete sentences.

Literacy

Second Grade:

- reading fluency
- reading comprehension
- cause and effect

Third Grade:

- reading fluency
- determining the main idea
- comprehension (5Ws)
- describing characters
- making inferences/predictions

Literacy

Fourth Grade:

- Reading comprehension
- Students are using the writing process to write a personal narrative

Fifth Grade: The students are learning to:

- quote accurately from a text to explain what the text is saying while drawing inferences from the text.
- identify main ideas from a text and provide evidence to support the main ideas they have identified
- compare and contrast characters, setting, and events from a text using details from the text to support their ideas
- about point of view and how the point of view influences the events within the text

Contacting the Staff

- Administrator
- Teachers
- Liaisons
- Social worker
- Guidance





Questions



Call **Pamela Canty, Cox Parent Liaison** at **229-890-6190** or email her at pamela.canty@colquitt.k12.ga.us to help answer any questions you may have.

District Resources:

If you have any questions, please contact staff in the CCSS Federal Programs Department at 229-890-6200

- Todd Hall, Director of Federal Programs
- Jeff Horne, Assistant Federal Programs Director/Migrant Coordinator
- Darlene Reynolds, Title I Parent and Family Engagement Director
- Keith Adams, ESOL Director



Meeting Evaluation

Please take a moment to complete this quick survey for us!
Your feedback is important to us!

Click [HERE](#)