



2019-2020 Title I Annual Meeting

Elizabeth Andrews High School

Monday, September 23, 2019



Agenda

- Overview of Title I Program
- Title I Funds and Spending
 - Title I Budget
 - Parent Family Engagement Budget
 - School Improvement (1003a) if applicable
- School-wide Goals
 - CCRPI
 - CSIP
 - School-wide Programs & Supports
- Curriculum & Instruction
- Assessments
 - Local Assessments, GA Milestone Assessments, WIDA, ACCESS, and Alternate Assessments



Agenda

- Parent and Family Engagement
 - District's Parent and Family Engagement Policy
 - School's Parent and Family Engagement Policy
 - School-Parent Compact
- Teacher Professional Qualifications
 - Parent's Right to Know
- Opportunities the School Provide for Family Engagement
 - School and/or home
 - Volunteers
 - Parent Councils
- School Communication Procedures
 - Parent Teacher Conferences
- Closing and evaluations



Welcome



What is a Title I School?

Title I is a federal program that provides supplemental funding to local school districts to help ensure that all children, particularly the most academically at-risk students meet the state's high academic standards.



Title I Program Overview

Our school has been identified as a Title I School. Schools with high numbers or high percentages of children from low-income families are provided financial assistance through Title I to support school efforts tied to challenging state academic standards in order to reinforce and enhance efforts to improve teaching and learning for students.

Title I programs are based on effective means of improving student academic achievement and include strategies to support parent and family engagement. Funds are allocated to additional staff, instructional supplies and equipment, technology, and extended student learning opportunities.



Schoolwide Title I Budget

- *Provide stakeholders with a copy of the school's proposed 2019-2020 Schoolwide Title I Budget.*
- *Discuss Title I budget priorities.*

Allow stakeholders an opportunity to ask questions and record comments on the feedback form.



1% Set-aside for Parent and Family Engagement Budget

Parents and families must have input on how the Title I Parent and Family Engagement funds are used. Feedback was collected through surveys, feedback forms, and input given at our Stakeholder's Input Meetings. Our school will use our Parent and Family Engagement Budget for the following:

- Technology resources (computers, printers, software)
- Additional supplies and materials for the parent resource room, such as books or educational games for parents and families to check out.
- Parent involved trainings and workshops.



School Improvement Budget

CSI, TSI, or Promise

(If applicable)

- *Provide stakeholders with a copy of the school's 2019-2020 School Improvement 1003 budget.*
- *Discuss School Improvement 1003 budget priorities.*



CCRPI Data & Comprehensive Needs Assessment

It is our goal at Elizabeth Andrews High School for all students to graduate and be college and career ready. We have had a continuous increase with the graduation rate of our 5-year Cohort. We strive for a 70% graduation rate. We improved from 35.1% (2016), 39.314 (2017) and 40.07 (2018) for our 5-year Cohort. Giving the nature of our school and the nature in which we receive our students, this growth is insurmountable.

The overall College and Career Readiness Performance Index (CCRPI) scores have shown a slight decline over a three year period. The CCRPI score three year trend from 2016 to 2018 are 56.5, 53.3, and 37.6 respectively. EAHS applauds the level of growth accomplished by our teachers holistically with 70% of the student population meeting typical/high growth on CCRPI.

Academic success has improved in several areas over the past three years. Notably, our EOC (End of Course) scores for Ninth Grade Literature and Composition, American Literature, U.S. History, and Economics have increased. The students scoring at the developing level or better on the Ninth Grade Literature and Composition has improved over the past three years from 33.33% (2016) to 34.037% (2017) to 36.2% (2018). The students scoring at the developing level or better in American Literature grew from 27.88 (2016) to 28.022% (2017) to 32.3% (2018). The CCRPI progress for English Language Arts (ELA) is 78.68%. Students scoring at the beginning level on the US History decreased from 79.208% (2016) to 76.136% (2017) to 53.8% (2018).

Students scoring on the beginning level of Economics decreased from to 67.483% (2016) to 57.018% (2017) to 41.1% (2018). The implementation of the Collaborative Planning Initiative has supported the disaggregation of data and ability to use data to impact instruction.



CCRPI Data & Comprehensive Needs Assessment

Data analysis clearly shows that there is an achievement gap among our subgroups (CCRPI Progress for English Language Proficiency (ELP) is 54.64%; as a result, we have been working in earnest to close that gap and have shown improvement in several areas. Through various initiatives and deliberate fiscal and personnel resources, EAHS has identified targeted interventions and programs to support ELL.

EAHS has identified multiple areas where improvement is needed based on our three year data trend. Notably, our EOC (End of Course) scores from Coordinate Algebra, Analytic Geometry, Biology, and Physical Science.

The students scoring at the beginning level of Coordinate Algebra although high has continued to decline from 75% (2016) to 70.238% (2017) to 53.3% (2018). The students scoring on the beginning level of Analytic Geometry although high has fluctuated from 77.5% (2016), 86.25% (2017), to 70.9% (2018) With the implementation of Collaborative Planning we will keep our focus on the data and look for ways to impact instruction. The CCRPI Progress for Math is 50.01%.

The Science specific data has fluctuated up and down over the past three years. The students scoring on the beginning level in Biology went from 54.4% (2016) to 75% (2017) to 63.2% (2018). The students scoring on the beginning level in Physical Science has also fluctuated from 60.19% (2016) to 71.698% (2017) to 57.4 in (2018). More students fell in the Beginning achievement level in in 2017 when compared to 2016; however, the number has decreased again in 2018. In addition, based on our 4-year cohort graduation rate our numbers reflect the following: 2016,11.2%; 2017,11.5%; 2018,17.7%. Although we are showing growth our number is still below the DSCD average of 74.95% and the GDOE average of 81.56%. We must continue to focus on our graduation rate with an emphasis on providing support to our English Language Learners and our Students with Disabilities.



Continuous School Improvement Plan

- *Priority Areas 1, 2, 3*

- *Improving Proficiency in Science; Biology and Physical Science*
- *Improving Mathematical Efficiency*
- *Improving Literacy*

- *Improvement Strategies*

1. *Three Dimensional Learning, Full Implementation of 5E Lesson Delivery*
2. *Incorporate Math Numeracy, Increase Math Vocabulary and Language Acquisition*
3. *Disciplinary Literacy, Building Reading Comprehension*



Schoolwide Title I Program

- *Share the process for developing the Comprehensive Needs Assessment (CNA)*
- *Review schoolwide Title I initiatives and programs*
- *Provide information about your Continuous School Improvement Plan including:*
 - *Priority Areas 1, 2, 3*
 - *Improving Proficiency in Science; Biology and Physical Science*
 - *Improving Mathematical Efficiency*
 - *Improving Literacy*
 - *Improvement Strategies*
 1. *Three Dimensional Learning, Full Implementation of 5E Lesson Delivery*
 2. *Incorporate Math Numeracy, Increase Math Vocabulary and Language Acquisition*
 3. *Disciplinary Literacy, Building Reading Comprehension*



Schoolwide Title I Program

- *Parent and Family Engagement Supports*
 - *Our Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Three Dimensional Learning process; numeracy; math vocabulary; language acquisition; literacy; building reading comprehension; and the 5E instructional process as well as to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website).*



Curriculum & Instruction

- *Moving from Theory to Practice*
- *Teachers will participate in 6 Verge modules*
- *Focus on meeting needs of students*



What is Parent and Family Engagement?

Parent engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools and communities with the goal of educating the whole child to ensure student achievement and success. The Georgia Department of Education and DeKalb County School District ensures that Title I, Part A, Parent and Family Engagement Programs are met with meaningful and strategic actions to build parent capacity as mandated by the Every Student Succeeds Act (ESSA) of 2015.

Our school must ensure that strong strategies are in place to:

1. Build capacity to involve parents/stakeholders in an effective partnership.
2. Share and support high student academic achievement.



Parent and Family Engagement Policy

The purpose of the district's and school's parent and family engagement policy is to establish the district's and school's expectations for family engagement and describes how the district and school will implement a number of specific parent and family engagement activities.



Distribution of District's Parent and Family Engagement Policy

The District Parent and Family Engagement Policy will be distributed at our school in the following ways:

- Annual Title I meeting documentation to include invitations, agenda, sign-in-sheets, and minutes/notes, or presentation slides indicating distribution of document.
- Signed and dated signature sheet or section from the School-Parent Compact.
- Signed and dated teacher dissemination statement indicating that the documents were sent home with each student



Distribution of School's Parent and Family Engagement Policy

The School Parent and Family Engagement Policy will be distributed at our school the following ways:

- Annual Title I meeting documentation to include invitations, agenda, sign-in sheets, and minutes/notes, or presentation slides indicating distribution of documents
- Email or text message with attachments or links to documents posted online
- Picture of documents in the Parent Resource Center or the front office and date of picture taken



What is a School-Family Compact?

The purpose of a school-family compact is to form an agreement that parents, students, and teachers develop together. It explains how parents and teachers work together to ensure all students receive the individual support they need to reach and exceed grade level academic standards.



Distribution of School-Family Compact

Our School-Parent Compact will be distributed at our school in the following ways:

- Annual Title I meeting documentation to include invitations, agenda, sign-in sheets, and minutes/notes, or presentation slides indicating distribution of documents
- Email or text message with attachments or links to documents posted online
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Professional Qualifications of Teachers

Parent's Right to Know Letter

Under ESSA, parents have a right to request professional qualifications of their children's teacher(s) or paraprofessional(s). **The Parent Right to Know letter was emailed to all Title I schools to send to parents at the beginning of the school year. The notification will be made available through various methods Infinite Campus, email, flyer and school website.**

The purpose of this letter is to inform you of the right to ask for the following information about your children's classroom teachers or paraprofessionals at this school.



Parent Volunteer & Engagement Opportunities

Opportunities the school offers for our families to be engaged at school and/or home.

- Parent Advisory Council
- Parent Volunteers
- Parent/Teachers Conferences

Our school welcomes parents and community members to come volunteer with us. If you are interested in volunteer opportunities, please contact: Pamela Mathis at 678-676-0384 or at Pamela_Mathis@dekalbschoolsga.org



Additional questions, comments, or suggestions



Contact Us

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DeKalb County School District's mission is to ensure student success, leading to higher education, work and life-long learning.