



Title I, Part A Annual Meeting and Benefits of Parent and Family Engagement 2020-2021

Title I, Part A Annual Meeting

- ▶ **The requirement:** All schools receiving Title I, Part A funds are required to convene a Title I, Part A annual parent meeting. **TEA requires at least two Annual Meetings on different days and at different times.**
 - to inform parents and families of their school's participation
 - to explain the requirements of the Title I, Part A program
 - to explain the right of parents to be involved
- ▶ Section 1116 (c) [ESSA Section 1116 \(c\)](#)

Title I, Part A Program

- ▶ Why is our school participating in Title I, Part A Schoolwide program?
 - ▶ Program is intended to improve student academic achievement
 - ▶ Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to supplement the school's existing programs.
 - ▶ Schools that are over 40% economically disadvantaged have this opportunity.
 - ▶ The K-5 campuses at TISD are "Schoolwide" title schools



Title I, Part A Program

- ▶ Parents have the right to be involved in the school's programs
- ▶ Some specific opportunities to participate include:
 - ▶ volunteer on child's campus,
 - ▶ participate in decisions relating to the education of their children,
 - ▶ assist in the review and revision of policy, compact, and Title I plan,
 - ▶ serve on parent advisory board
 - ▶ participate in PTO/PTA



Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP).



TITLE 1 FUNDS ARE USED FOR:

- ▶ Supplemental services to assist struggling students
- ▶ Providing timely assistance to help students meet the State's challenging content standards
- ▶ Purchasing supplemental: staff, programs, materials, supplies, etc.
- ▶ Implementing effective parent and family engagement meetings, trainings, and activities
- ▶ Coordination and integration of federal funds and programs
- ▶ Title I, Part A parents have the right to be involved in the development of this plan

Policy and Compact

- ▶ Distribute and review the written parent and family engagement policy and school-parent compact
- ▶ Describe the role of parents to help develop, review, and update these documents: the policy and compact as well as the Title I plan
 - ▶ *(included within the District Improvement Plan, DIP, and the Campus Improvement Plan, CIP)*

**All elementary schools –
REQUIRED
to present and discuss the
compact**

The school-parent compact is a written agreement...

- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That addresses high-quality curriculum and instruction to meet State academic standards
- The ways in which parents will support their child's learning
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences
 - That affirms the importance of parents and families in decisions relating to the education of their children
- Title I, Part A parents have the right to be involved in the development of the school-parent [compact](#)

Compact for Learning

Staff Pledge: I will...

Believe that all students can learn at high levels

Maintain high expectations for self, students, and other staff

Be a positive role model for all students

Continue efforts to develop and grow professionally

Provide high quality curriculum and learning materials to support student engagement

Utilize effective instructional methods and implement them consistently to meet individual student needs and learning styles

Provide a safe, pleasant, and caring atmosphere

Respect the cultural differences of students and their families

Explain assignments clearly and provide meaningful homework that supports the curriculum

Assist students in the development of personal and civic responsibility

Help students learn to resolve conflicts in an appropriate and positive manner

Provide parents with assistance in understanding academic achievement standards and assessments and how to monitor student progress

Provide opportunities for ongoing communication with parents:

- Annual parent-teacher conference

- Frequent reports about student progress

- Opportunities to talk with staff and volunteer or observe in the classroom.

Compact for Learning

Parent Pledge: I will...

Read with and/or to my child each day

Volunteer in my child's school, classroom and for other events that support the campus and/or District

Attend parent conferences and other school activities and events

When appropriate, participate in decisions relating to the education of my child

Review my child's homework

Be aware of what my child is learning and communicate regularly with school staff

Help my child get to school on time and to attend school regularly

Encourage my child to show positive school behavior

Monitor TV watching and encourage positive use of personal time

Provide adequate rest, food, and medical attention so that my child is ready to learn

Student Pledge: I will...

Put forth my best efforts in all that I do

Attend school regularly and get to school on time

Show positive school behavior

Complete assignments and return homework on time to my teacher

Show respect for myself, other people, and property

Accept responsibility for my own actions

- ▶ The policy addresses how the school will implement the parent and family engagement program. The policy includes:
 - ▶ Convene an annual meeting
 - ▶ Provide a flexible number of meetings
 - ▶ Involve parents in an organized, ongoing, and timely way, in the planning, review, evaluation, and improvement of the parent and family engagement policy and program
 - ▶ Provide timely information about parent and family engagement activities
 - ▶ Provide information to parents about curriculum and assessment
 - ▶ If requested, provide additional meetings with parents to discuss decisions for the education of their child





Benefits of Parent and Family Engagement

TITLE I, PART A

PARENT AND FAMILY ENGAGEMENT

Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.

Lee and Marleen Canter



Table Activity

Partner with those at your table to discuss the following questions:

- ▶ What form of communication works best for you? (telephone, text, email, note, face-to-face, etc.)
- ▶ What kinds of information do you most want to receive from the school?
- ▶ What might the school do differently to improve communication between school and home?
- ▶ What might you, as a parent, do differently to improve communication between home and school?

When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Henderson and Mapp



Table Activity

Partner with those at your table to discuss the following questions:

- ▶ What are the strengths of your school and community?
- ▶ In what ways are your school, families, and community working together effectively?
- ▶ What are the possible benefits when schools, parents and families, and community groups work together?
- ▶ What might schools, parents and families, and the community do differently to work together more successfully?

What Are the Benefits?

What are the benefits for...

- ▶ Students?
- ▶ Parents and families and the community?
- ▶ For teachers, administrators, and other school staff?






Student Benefits

- ▶ Higher grades and test scores
- ▶ More likely to complete homework
- ▶ Better attendance
- ▶ Fewer placements in special education
- ▶ More positive attitudes and better behavior
- ▶ Higher graduation rates
- ▶ Greater enrollment in postsecondary education

Parent and Family Benefits

- ▶ More confident in the school
- ▶ Increased confidence in their parenting skills
- ▶ Creates a home environment that encourages learning
- ▶ Encourages parents to advance their own education and skills in the workplace



A group of people, mostly wearing white long-sleeved shirts, are standing together. The image is slightly blurred. A black rectangular box is overlaid on the right side of the image, containing white text. The text is organized into a title and a bulleted list.

School Benefits

- ▶ Improved teacher morale
- ▶ Higher ratings of teachers by parents
- ▶ More support from families
- ▶ Higher student achievement
- ▶ Better reputations in the community



Curriculum

- Explain the school's curriculum
- Describe the forms of academic assessment used to measure student progress
- Provide information about the achievement levels of the State academic standards
- STAAR testing calendar (not required but suggested) May 18-20

Reservation of Funds, 1% Set -Aside

- ▶ Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside at least 1% of its Title I, Part A allocation for parent and family engagement.
 - ▶ Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
 - ▶ Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
 - ▶ Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities



Parents Right-To-Know

- ▶ At the beginning of each school year, a local educational agency that receives funds, shall notify parents of each student that they may request information regarding the professional qualifications of the student's classroom teacher(s) including (at minimum):
 - ▶ If the teacher has met State qualifications and licensing for the grade level/subject area
 - ▶ If the teacher is under an emergency or other provisional status that has been waived
 - ▶ If the child is provided services by paraprofessionals and their qualifications

Evaluation, *usually in the spring*

Annually evaluate the content and effectiveness of the parent and family engagement policy and program (usually in the spring).
Identify...

- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

Data and input might include...

- Parent questionnaires and surveys
- Focus groups or other face-to-face meetings
- Parent advisory committee input
- Provide electronic evaluation tools, if available

Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact



Additional Information Schools Shall Provide

- ▶ Information on the level of achievement and academic growth of the student on State academic assessments.
- ▶ Timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned,

Section 1112 (e) (1) (B)



Who to Contact

- ▶ Principal: Tiffany Swain 972-551-5796
- ▶ Counselor Intern: April Dudynski
- ▶ Nurse: Mary Wood
- ▶ Food Service Director: Dianna Tidwell
- ▶ Transportation Director: Dr. Larry Polk



Title I, Part A Parent and Family Engagement Statewide Initiative

At Region 16 Education Serviced Center

Funded by Texas Education Agency



For more information contact,
t1pfe@esc16.net