

# Thomasville City Schools



## FY 23 ANNUAL TITLE I MEETING



# What Is Title I? (In short)

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by—



# Purpose of Title I, Part A



Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

# Who Receives Title I?



Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. Title I, Part A ensures additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

# Why does a school need Title I?

Closing the achievement gap between high- and low performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;



# Holds Schools Receiving Title I Funds, Accountable



Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education

# How are Funds Used?

- Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

# Purpose of Funding the Resources

- Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;



# Coordination with Parent Engagement, McKinney-Vento, EL and IDEA, Neglected and Delinquent

Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families

Title I serves the most  
at-risk students  
(at-risk of failing the state's  
Assessments and/or not  
graduating H.S.)



# Funding, How Is It Determined?

- Title I funding is calculated on a system's/school's poverty level.
- Schools are ranked by poverty levels
- Schools receive allocations based on their ranking within the system's attendance area



**FOUR SCHOOLS IN TCS  
ARE TITLE I  
SCHOOLWIDE  
PROGRAMS**



# Requirements



- Schools must have a poverty level of 40% to be eligible
- Teachers and paraprofessionals must be qualified as defined in the statute and regulations.
- Teachers must hold a bachelors degree and teach subjects for which they are qualified otherwise they must enter the TAPP (Georgia Teacher Alternative Preparation Program) or take the GACE.
- Schools must use programs and materials that have been proven to provide achievement results for similar populations.
- Parents must be involved in the decision-making process of the school
- **Parents Right To Know**

# Parent Engagement

Affording parents substantial and meaningful opportunities to participate in the education of their children





Title I, Part A has strengthened and expanded the requirements for involving **all** parents of Title I students in the decision making process as it relates to student achievement.





These requirements assist with ensuring ***parent consultation, participation, involvement, and information sharing*** within the Title I program by explicitly requiring the local educational agency (LEA) and schools to develop a written parental involvement policy/plan.

The policy/plan defines the ***coordination, technical assistance,*** and other support necessary to assist participating schools in planning and implementing effective parental involvement activities, trainings, and workshops to improve academic achievement and school performance.



The **LEA, school, parents, and community stakeholders** must **jointly** develop and agree upon the policy/plan that shall describe the means for carrying out the Title I Part, A requirements. The policy/plan must then be distributed to parents of participating children and made available to the local community.



School systems must set aside 1% of their Title I allocation for parent involvement

# District-level Parent Engagement Opportunities

# Meet Our Title I-A Parent Engagement

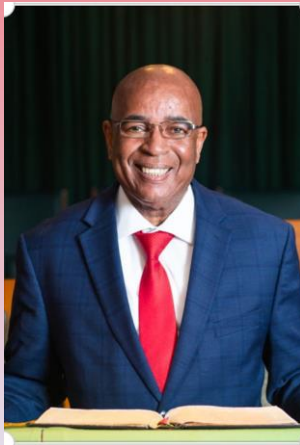
- Allison Ponder-THS



- Kisha Lee-Harper



- Rev. Curnell Henry-MPMS



- Levada Laing-Scott





- All Parents are encouraged to become part of the Comprehensive Local Education Agency Improvement Plan (CLIP)
- All stakeholders are encouraged to provide input on the CLIP annually.
- Parents can do this through a Comprehensive Needs Assessment (CNA), The District Improvement Plan and the District Parent Involvement Policy



Thomasville City Schools  
Parent and Family Engagement  
Policy

2020 - 2021  
Revised June 25, 2020  
404 North Broad Street  
Thomasville, Georgia 31792  
[www.tcitys.org](http://www.tcitys.org)  
(229) 225 - 2600



## What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

## About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Thomasville City School District (TCSD) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe TCSD's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The TCSD will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school – parent compact.

- Thomasville City Schools will have programs, activities, and procedures for engagement of parents and family members in all schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.

Input from  
parents each  
Spring is  
requested to  
complete the  
  
Annual District  
Parent  
Engagement Plan

**SCHOOL-LEVEL**

# TCS Parent Engagement Policy

## **School Parent Engagement Policy and School-Parent Compact**

**Where can parents access a copy?**

- **On the school Website**

**What role do parents play on the development of the PEP?**

- **Parents are encouraged to participate in the development**

**What is in the PEP and what does it mean to me as a parent?**

- **The Parent Engagement Policy outlines how the District will implement programs, activities and procedures for parents in Title I programs. The compact is an agreement between the parent, teacher and student can work together so that the student achieves at their highest level.**

# SPECIFIC PARENT ENGAGEMENT

How does TCS spend Parent Involvement Money? ,

***Supporting programs, materials and activities that reach family members at home, in the community and at school.***

- How can parents provide input to the budgeting of these funds?

***Ask the Parent Engagement Coordinator at your school to be involved in the process.***

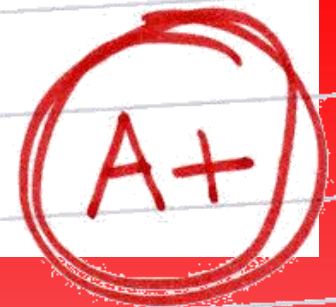


# SCHOOLWIDE PROGRAMS

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards.

**4 Thomasville City Schools are SWP!**

# Assessment of SWP



- The District conducts a **comprehensive needs assessment**;
- From the information we identify and commit to specific goals and strategies that address those needs;
- Create a **comprehensive plan and school improvement plans**; then
- Conduct an **annual review** of the effectiveness of the schoolwide program and revise the plan annually or as necessary.
- Formative (Benchmarks) and Summative (EOG) data is reviewed to determine effectiveness of instruction and the SWP

# Final words

- Parents have the right to be involved in their child's school
- **There are many ways to become involved:**
  - ❖ *Ask your principal to join the school improvement team; parent involvement committee; attend parent workshops; respond to school and system surveys honestly; utilize the school's parent resource rooms; ask questions about your child's academic growth often; plus many more!*
- Parents have the right for the school to respond to any such suggestions from parents as soon as practicably possible.



**Contact Information:**

**Jennifer Turnbull**

Director of Federal Programs and District Parent

Engagement Coordinator

229-225-2600, ext. 1008

[turnbullj@tcitys.org](mailto:turnbullj@tcitys.org)

[www.tcitys.org](http://www.tcitys.org)