

Franklin County School District Title I Annual Meeting 2021-2022



"Education is the key to opportunity in our society, and the equality of educational opportunity must be the birthright of every citizen."
Lyndon B. Johnson

Agenda

- Information about Title I
- Requirements of Title I
- Rights of parents to be involved
- Curriculum
- Academic assessments to measure student progress



What is Title I?

Title I is a program that provides funds from the federal government to improve student learning.



Title I

In 1965, Congress passed the Elementary and Secondary Education Act (ESEA), providing, for the first time, some federal funding for K–12 education. The original law has been renewed eight times, most recently by ESSA.

Title I of Every Student Succeeds Act (ESSA) is “Improving the Academic Achievement of the Disadvantaged.” Schools with high concentrations of children from low-income families receive Title I education funds. They receive this money through their states and districts, and more than half of all public schools (55 percent) fall into this category, often called “Title I schools.”



Title I

This federally funded entitlement program provides supplemental resources to higher poverty schools like FCS.

These resources are intended to:

- **Promote high academic achievement for all children**
- **Improve teaching and learning**
- **Increase parent and family engagement**



School-wide Program

GOAL: Ensures that **ALL** students – particularly those who are low-achieving – meet and exceed levels of achievement on state academic standards.

All Title I schools in Franklin County are School-wide Programs. This means the Title programs serve **ALL** children in a school. All staff, resources, and classes are part of the overall school-wide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need.

Requirements of Title I

- Conduct a Comprehensive Needs Assessment
- Identify and commit to specific goals and strategies to address those prioritized needs.
- Implement a comprehensive reform model
- Create a comprehensive plan focusing on successful academic achievement for ALL students
- Conduct an annual evaluation of the effectiveness of the school-wide program

How Do We Spend Title I Money?

Franklin County School District has 3 Title I schools. These schools are identified to receive Title I funding based on free and reduced lunch percentages. All schools are CEP (universal free lunch for all).

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 students meet the State's challenging content standards.
- Purchasing supplemental staff/programs/materials/supplies
- Conducting parental involvement meetings/trainings/activities
- Hiring/Retaining Highly Effective Teachers



Goals of Title I

Improve academic achievement by:

- Increasing the graduation rate
- Improving attendance
- Improving behavior
- Focusing on student growth in ELA, Mathematics, and Science K-12
- Increasing the number of industry certifications earned by students
- Provide professional development to teachers



School-wide Requirements

Comprehensive Needs Assessment

- Identify areas of strength
- Identify areas of growth
- Identify areas of improvement – prioritization of needs

Comprehensive School-wide plan

- School Improvement Plan drives strategies for improvement

Budgeting

- Supplemental Instructional staff (paraprofessionals, teachers on special assignment)
- Supplemental educational software programs (Renaissance Place: STAR reading, STAR math, Rosetta Stone, iReady, etc.)
- Instructional Supplies (calculators, manipulatives, phonics program)

Evaluation

- Did the academic achievement of ALL students improve? Students showed learning gains in social studies achievement but a decline in other areas; graduation rate decreased by 7.7% points; student attendance rate decreased slightly by 5.6%
- Were the goals of the plan achieved? No the goals were not met.
- Does the plan need to be modified?

Areas of Focus 2021-22

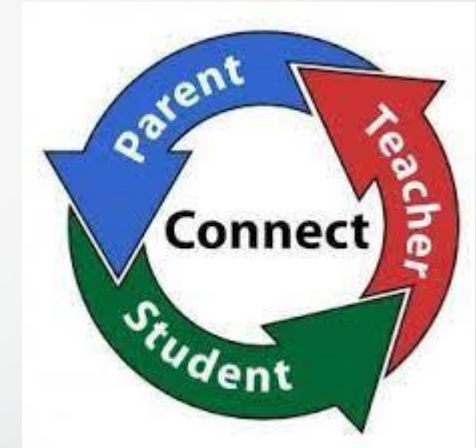
- Increasing the graduation rate
- Focusing on Lowest 25th Percentile of students making learning gains in all tested areas
- Improving attendance
- Reducing the number of discipline referrals by implementing Positive Behavior Interventions and Supports (PBIS)



Why Parent Involvement is IMPORTANT

Decades of research show that when parents are involved students have:

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation, better self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior



When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school.

The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

We need you!



The SIP is your school's Continuous Improvement Plan and includes:

- A needs assessment and summary of data
- Goals and strategies to address academic needs of students
- Professional development needs
- Coordination of resources/comprehensive budget
- The school's parental involvement plan

You, as Title I parents/guardians, have the right to be involved in the development of this plan.

Rights of Parents

Franklin County Schools are required to set aside 1% of Title I funding for parental involvement. All Title I schools emphasize bringing in parents as academic partners and each school receives funding to further this partnership.

Franklin County has a Title I Parent involvement policy and parent/school compact:

- Outlines the rights of parents to be involved and how parents will receive communication from the school
- Available on the district's webpage www.franklincountyschools.org

Parent/Guardian rights:

- Ask for meetings and trainings
- Review the results of the annual parent involvement effectiveness survey
- Make suggestions for the Title I funding
- Review the school's achievement data
- Review the parent involvement plan
- Review and modify the Title I Parent Engagement Plan and Home/School Compact

How to Monitor Your Child's Progress

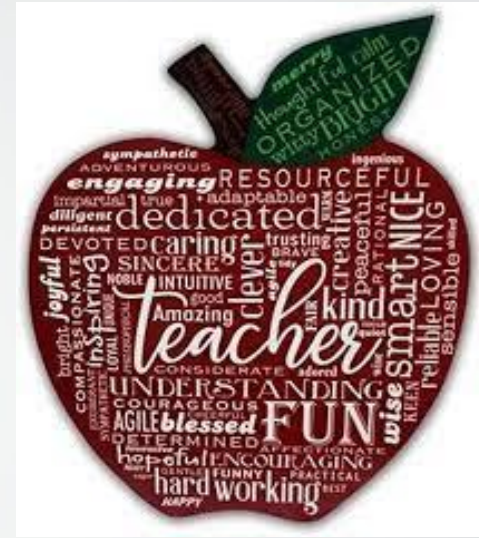
- Work with your child's teacher as often as needed to discuss his or her progress.
- Be present and available during homework time
- Review all student work that is sent home
- Engage with your child when reading nightly
- Participate in literacy training activities
- Read and review tips that are included in informational pamphlets and newsletters that are sent home or shared

Highly Qualified Teachers

Parents of students in Title I schools have the right to know the professional qualifications of staff working with their child.

Franklin County School District strives to provide highly effective teachers who meet state qualifications.

If a teacher does not meet the standards established by ESEA and the state of Florida, parents will be notified with a letter.



Parent/Guardian Right to Know

- To be involved and request regular meetings to express your opinions and concerns
- To be provided information on your child's level of achievement on assessments
- To request and receive information on the qualifications of your child's teachers and paraprofessionals
- To be informed if your child is taught by a non-state certified teacher for four or more consecutive weeks



Curriculum

All instructional materials are research based and are aligned with the Florida Standards.

Title I requires research based assessment systems including the use of data based decisions, high quality professional development, and the implementation of research-based instructional strategies to ensure the academic achievement of all children.

Title I also requires that instruction be provided by highly effective staff and that strategies are included to increase parental involvement.

What We Teach!

Florida State Standards

The Franklin County School District uses the Florida State Standards. **The B.E.S.T. ELA Standards** will be introduced in all grade levels for the 21-22 school year!

The standards reflect what all students should know and be able to do in each grade from Kindergarten through 12th grade.



Visit the www.FLDOE.org website for more information.

B.E.S.T. Standards Implementation Timeline

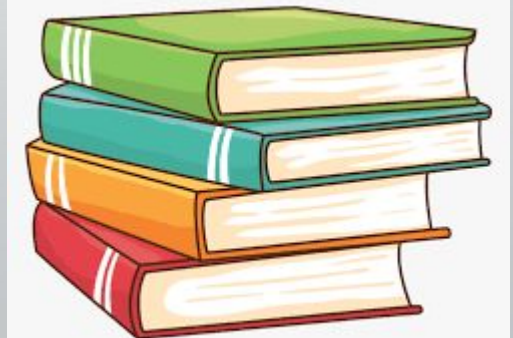
<i>Florida's</i> TRANSITION TIMELINE	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	<i>Begins for ELA and Math</i>	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	<i>New K-2 ELA</i> Current 3-12 ELA Current K-12 Math	<i>New ELA and Math</i>
INSTRUCTIONAL MATERIALS ADOPTION PROCESS	<i>K-12 ELA</i>	<i>K-12 Math</i>	<i>K-12 Social Studies</i>
CURRICULUM IMPLEMENTATION	Current ELA and Math*	<i>New K-2 ELA</i> Current 3-12 ELA* Current K-12 Math*	<i>New ELA and Math</i>
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	<i>New ELA and Math</i>

*Recommended since current statewide assessments still in place, but this is a district decision.

B.E.S.T- K-12 ELA

Standards published January 31, 2020; Approved February 12, 2020 ;
Implemented 2021-22

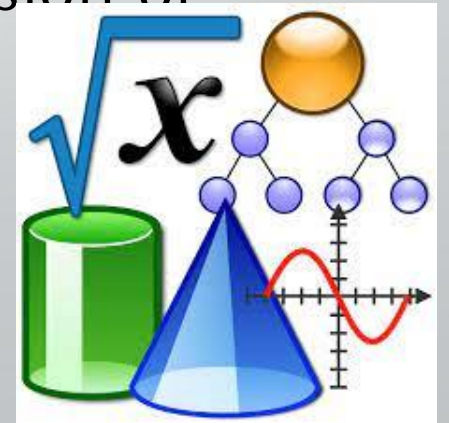
- New instructional materials introduced in SY 2021-22
- New state assessments in ELA Grades 3-8 & 10 in Spring 2023
- Explicit content expectations with recommended texts by grade level
- Increased emphasis on “coherence and progression”
- Explicit description of phonics as foundation of literacy
- Descriptions of “fluency” provided by grade level
- New integrated civics readings explicitly integrated into ELA
- New B.E.S.T. ELA Grade 3 assessment focused 100% on reading
- US Constitution formally introduced in Grade 5
- Rhetoric formally introduced in Grade 6
- Grade 9 ELA FSA eliminated in July 2022



B.E.S.T- K-12 Mathematics

Standards published January 31, 2020; Specifications and criteria released November 2020; Implementation 2022-23 SY

- New instructional materials introduced in SY 2022-23 (textbook adoption)
- New state assessments in Math Grades 3-8 & Algebra in Spring 2023
- Focus on correct answers, not on procedural understanding
- Explicit emphasis on memorizing arithmetic facts
- Introduce detailed and illustrated glossary of mathematical concepts
- Increased emphasis on details of grade level progression of standards
- Introduce multi-digit division in Grade 5
- Provide detailed description of Algebra 1 content
- Multiple course progressions beyond Algebra 1



Assessments

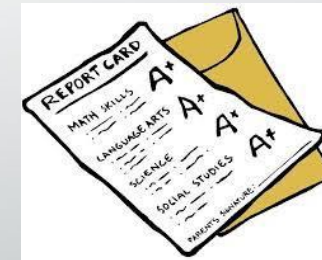
How is your child's progress monitored?

- STAR Early Literacy (kindergarten-1st Grade)
- STAR Reading and Math (2nd – 8th)
- iReady ELA and Math (K-8th)
- Statewide assessments
- Classroom formative and summative assessments



How do parents receive updates regarding their child's progress?

- Weekly Red Folders (elementary) with graded papers
- Progress reports
- Report cards
- Parent/Teacher conferences
- Written notification of local assessments
- Testing Reports from statewide assessment
- FOCUS portal



Please log into FOCUS to review your child's grades, attendance and missed assignments.



