

# Title I Annual Meeting

## Overview of the Title I Program at River City Science Academy

2020-21



# Title I Annual Meeting

## Sign-in Link

[https://forms.office.com/Pages/ResponsePage.aspx?id=hhepkvXwT023Pet\\_eRVRn2WvePIRWapPmX3z29WG1udUODc4NldZWFI2TIVHOVNUNUtOQzFWV0ROWS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=hhepkvXwT023Pet_eRVRn2WvePIRWapPmX3z29WG1udUODc4NldZWFI2TIVHOVNUNUtOQzFWV0ROWS4u)



# Purpose of Meeting

Federal guidelines require Title I schools to hold an Annual Meeting to explain and discuss Title I programs and requirements.





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## **Agenda**

What is Title I

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PFEP Who? What? Why?

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Parent- School Compact

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Right to Know

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Academic Assessments

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Curriculum

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Achievement

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Parent and Family Engagement

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Student Transitions

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Conclusion

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# What is Title I?

**Title I is a federal grant that:**

- provides supplemental funds to approved schools to meet educational goals
- supports the professional development of teachers
- supports parent engagement programs

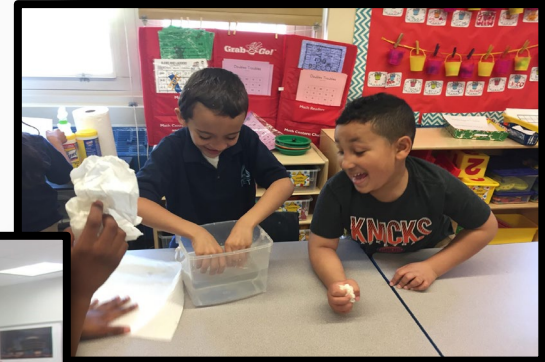


# Schoolwide Title I Programs



**Tutoring  
Opportunities**

**Equipment,  
Materials,  
Trainings**



**Parent and Family Engagement  
Activities  
(Virtual and face to face)**



**School Support Personnel  
Coaches  
Interventionists  
Deans  
Paraprofessionals**



# Schoolwide Title I Programs

- Guidance counselors
- Graduation coach
- Dean of students
- Reading coach
- Technology support
- Online programs
- Parent involvement activities
- Professional developments

# Title I Funds

- Schoolwide Funds
  - Amount of Funds available for this year: \$162,360
  - Description of Title I Program
- Title I Parent Involvement Funds
  - Amount of funds available for this year: \$3,200
  - What parent involvement funds were used for last year.
  - How parents can be involved with deciding how funds are spent this year



# Title I Focus

**For this school year, our strategic academic goal is to increase student achievement in the following core areas:**

- FSA ELA
- FSA Math
- FSA Science
- Graduation Rate

# Title I Focus

To meet our strategic academic goal, we are using this year's Title I funds for the following:

- Teaching/Coaching position(s)
- Counseling
- Deans
- Parent Involvement and Trainings

# Parent Family Engagement Plan

- Referred to as the PFEP
- Describes how the school will carry out the parental involvement requirements
- Developed jointly with parents
- Copy of the PEFP is distributed to parents, via newsletter, school website, and at parent corner

<https://rcsamhs.org/index.php/student-life/title-i>



# Parent Engagement Plan

## **Title I schools must:**

- Provide information on how the school works with parents, community, volunteers, and business partnerships to increase student achievement
- Provide trainings to staff on effective strategies to engage parents in their children's education
- Provide academic parent trainings designed to increase student achievement
- Explain the curriculum, assessments, and the minimum standards that students are required to meet
- Build capacity in parents
- Provide the PFEP in a parent's first language

# Parent Engagement

**We would like to invite you to attend our upcoming parent engagement activities:**

- RCSA Connect training
- Technology Talk
- Academic Team Programs
- FSA Information session for parents
- High School nights
  - Freshman
  - Sophomore
  - Junior
  - Senior
- Scholarship/FAFSA/Bright Futures
- Thanksgiving Gathering
- Home Visits
- International festival
- All Pro-Dads
- Parent-Principal breakfast
- College Mentorship Gathering
- STEM day

# School-Parent Compact

- Each Title I school must have a School-Parent Compact that is written by parents and faculty
- The compact outlines how parents, the school, and students will share the responsibility for improved student academic achievement.
- The compact outlines ways in helping students to meet the rigors of the state standards. The compact should be shared during parent-teacher conferences for all grades.
- For our P/T conference, you should receive the following: meeting notification, an agenda, minutes, emails, parent feedback form, signed compact with conference form .
- The compact is to be reviewed and signed each year by stakeholders (parents).

# School-Parent Compact

Here is a sample of our school's academically focused  
**School-Parent Compact**

## RCSA Middle High Parent Compact

RCSA is committed to give full support to the parents in taking an active and meaningful role in their child's education. In order to strengthen academic and social development of our students, we need to close the gap between home and school and work as partnership. This compact is an effort to start this partnership and work together to improve teaching and learning.

RCSA MH agrees to:

- Encourage parent participation
- Plan flexible curriculum to meet the needs of all students
- Provide regular progress reporting
- Schedule parent/teacher conferences
- Treat everyone with respect and dignity
- Provide rigorous and relevant learning experiences

The Parent Agrees to:

- Maintain regular communication with the school
- Ensure promptly daily attendance
- Volunteer and attend school events as much as possible
- Attend parent/teacher conferences
- Set a time and place for my child's homework, free from distractions
- Monitor my child's progress in his/her classes via RCSA Connect parent portal
- Treat everyone with respect and dignity

We accept this compact agreement as a promise to work together.

# Parents' Right to Know

- Parents have the right to request and receive timely information regarding the professional qualifications of their child's teachers and paraprofessionals
- Parents must be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher considered "not state certified".



# Parents' Right to Know

- Parents should be provided information regarding the level of achievement of their child on state required academic assessments
- To the extent that is feasible, information must be in a language the parents can understand

# Parent Engagement

Research by Epstein and Associates in 2009 shows no matter the socio-economic status, when parents are involved, students are more likely to:

- attend school regularly, virtual or face to face
- earn better grades
- obtain better test scores
- be promoted to the next grade
- adapt to change
- have better social skills
- graduate
- continue their education



# School and Parents

- School should work with parents to ensure child's success
- School and parents should jointly make decisions that affect child's education
- Your input is vital to your child's education.
- This is very important right now as we have children who are in school full time and children who are in school virtually. It still takes the school and parents for a child to be successful.



# School and Parents

- School and parent partnerships are built within School
- School provides opportunities for parents to volunteer time and talents
- School offers parent workshops, trainings, parent/teacher conferences, and Parent Resource Centers



# Students Experiencing a Time of Transition

## The McKinney-Vento Act: Who are eligible for services?

- Families who, due to a loss of housing, live:
  - In a shelter, motel, vehicle, or campground
  - On the street
  - In abandoned buildings
  - Are doubled-up with relatives or friends
- Students who are neglected or delinquent
- Eligible children in transition have rights and privileges under the McKinney-Vento Act.

# Students Experiencing a Time of Transition

Every school district has a Transition Education Liaison who helps to:

- Decide which school would be best for the child
- Communicate with the school
- Provide school supplies, uniforms, supplemental services and free school meals
- Set up transportation to and from the school of origin
- Find community support



# CURRICULUM

- ELA - District uses LAFS (Language Arts Florida Standards), the state adopted ELA Standards
- Math - Core program is College Preparatory Math program
- Science – follows Next Generation Science Standards with hands-on activities



# Academic Assessments

- Assessments are used to help teachers determine if a student is understanding the content presented in the classroom.
- We use the following assessments for all of our students: Baseline, Mid-Year, FSA, EOC, Achieve 3000, Benchmark tests, PSAT/SAT, Other School Specific Assessments



# Academic Performance MH



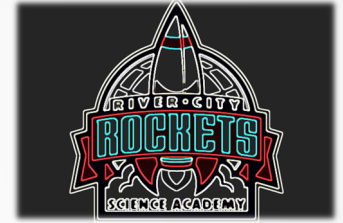
ELA	RCSA	RCSA	Duval	State
Grade	Level 3 Above 2018	Level 3 Above 2019	Level 3 Above	Level 3 Above
06	67	69	47	54
07	80	79	44	52
08	71	80	49	56
09	80	66	48	55
10	76	82	48	53

# Academic Performance MH



Math	RCSA	RCSA	Duval	State
Grade	Level 3 Above - 2018	Level 3 Above 2019	Level 3 Above	Level 3 Above
o6	90	90	51	55
o7	84	88	47	54
o8	56	74	32	46

# Academic Performance MH



EOC	RCSA	RCSA	Duval	State
Subject	Level 3 Above - 2018	Level 3 Above 2019	Level 3 Above	Level 3 Above
Alg 1	72*	94*	60	61
Geo	69	83	63	57
Sci	35	59	40	48
Bio	81*	100*	67	65
Civics	89	82	69	71
US Hist	68	84	69	70

# Academic Performance- MH -All



School Name	ELA Ach	ELA Gains	ELA Lowest 25%	Math Ach	Math Gains	Math Lowest 25%	Science	Social Studies	Middle Sch Acc	Grad Rate	College/Career Acc	Total Points	Total Components	% of Total Points	Percent Tested	Grade
RCSAMH-2017	66	59	49	82	71	60	62	72	60	80	49	710	11	65	100	A
RCSAMH-2018	74	65	61	76	59	61	64	80	59	95	70	764	11	69	100	A
RCSAMH-2019	75	62	50	79	64	65	68	83	68	99	63	772	11	70	100	A

<http://fldoe.org/accountability/accountability-reporting/school-grades/>

**Parents are our greatest partners and advocate in their child's education!**



# Conclusion

- Questions?
- Please send any inquiries to Mr. Dastan, Title-I coordinator at [adastan@rivercityscience.org](mailto:adastan@rivercityscience.org)

***Thank you for your attendance, participation and feedback. We look forward to a successful school year!***