

Title I District Meeting
Pirate Auditorium @ ECEC
May 10, 2021
10:00 a.m.

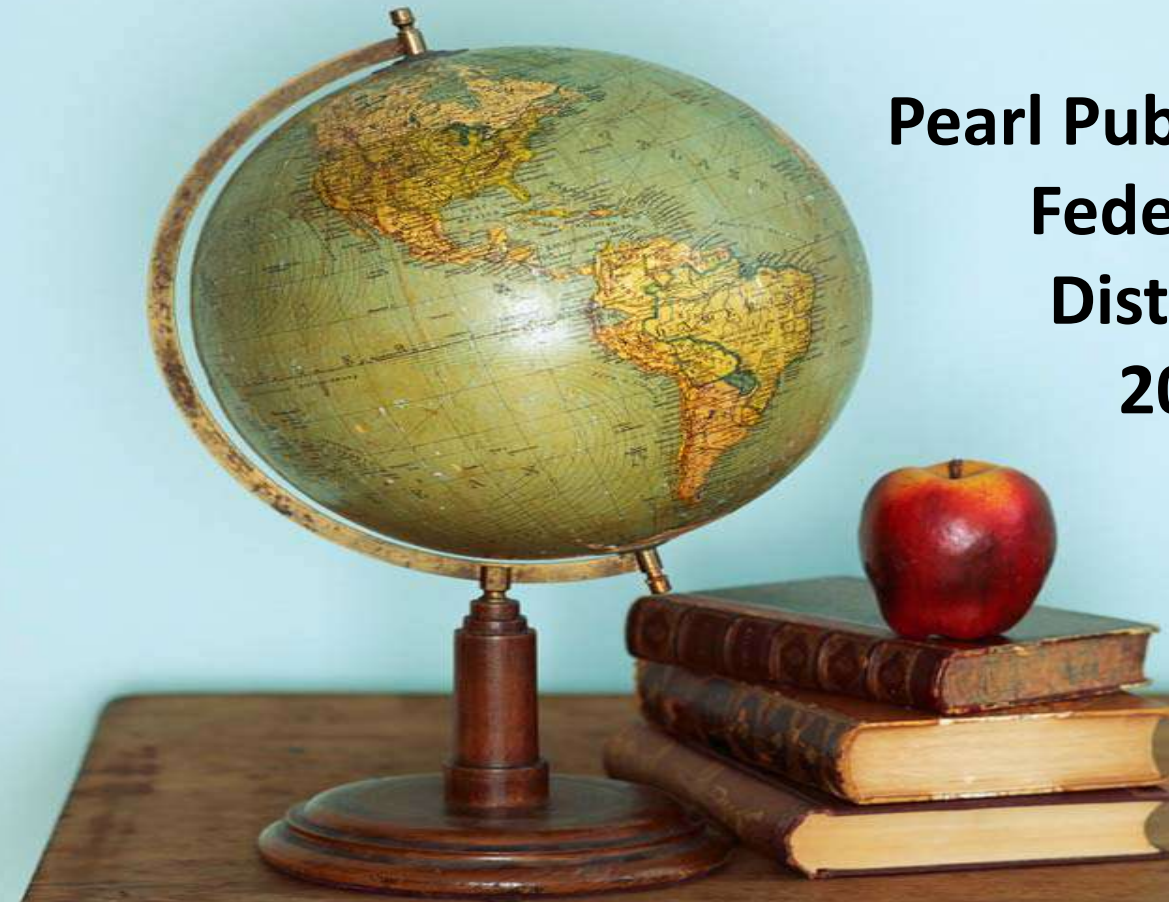
AGENDA

1. PPSD Federal Programs powerpoint presentation

- Title I, Part A
 - School Eligibility
 - Schoolwide Programs
 - Measuring Progress
 - Parent Compact
 - Parent Involvement and Engagement Policy/Plan
 - Parent and Family Engagement Opportunities
 - Parent Feedback
 - Right to Know
 - Student Assessment Reports
- McKinney-Vento Act
- Title III, Part A (English Learners)
- FY21 Consolidated Federal Programs Application (CFPA) Review
- FY21 ESSER II Planning
 - Input Request
- FY22 Consolidated Federal Programs Application (CFPA)

2. Questions/Comments

**Pearl Public School District
Federal Programs
District Meeting
2020-2021**





Pearl Public School District Title I, Part A

What is Title I, Part A?

It is a federal program that provides supplemental services and programs that help **all** students in an eligible school meet high academic standards.



How is a school eligible for Title I, Part A Services?

A school is eligible for Title I services if at least 40% or more of children are from low income families, as measured by free and reduced lunch eligibility.

At PPSD, Pearl Lower Elementary School and Pearl Northside Elementary School are eligible for Title I, Part A services.



Schoolwide Programs are based on:

- Performance standards set by the school, district, state, and nation
- A comprehensive needs assessment that involves all stakeholders and examines multiple sources of school data
- Action plans that are designed to strengthen areas of weakness within the school's instructional program
- Action plans that incorporate resources such as professional development for teachers, parent involvement, and materials to supplement classroom instruction



What do Title I, Part A Schoolwide Programs offer?

- Teachers, tutors, and other support staff
- Instructional materials resources
- Professional development for teachers and other staff members
- Parent and family engagement opportunities
- Extended learning opportunities for students



Is progress measured in a Title I, Part A Schoolwide Program?

YES, progress is measured by:

- Student work
- Assessment scores and grades
- Office referrals
- Attendance
- Graduation and dropout rates
- State/ District/ School District Report Card

**Successful Title I, Part A programs
are the direct result of
schools and parents working together!**



In the PPSD, Title I, Part A schools:

- Offer workshops to help parents with academic or parenting skills
- Reach out to parents through parent meetings, newsletters, emails, phone calls, and progress reports
- Provide high quality educational experiences to your child everyday
- Provide parent / teacher conferences at least once per year and as requested



Title I, Part A Parent Compact

Each Title I, Part A school must develop, with parent input, a school-specific agreement of how the parent, the school staff, and students share the responsibility for improved student achievement.

This document is meant to formalize a partnership for the school and parents, obtain parent signatures and keep these on file.

Title I, Part A Parent Compacts:

- Are developed in partnership with the school's Parent Advisory committee.
- Are available for review during the Annual Title I meeting.
- Are available for review during Parent Teacher Conferences, and parents are encouraged to comment and offer suggestions for revision.



Title I, Part A School Parent and Family Engagement Policy/Plan

Each Title I school site must have a School Parent and Family Engagement Policy/Plan that includes the following elements:

- Policy provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I, Part A participation, its requirements and their right to be involved
- School offers a flexible schedule of meetings, such as meetings in the morning or evening

- School involves parents in an organized ongoing, and timely way in the planning, review and improvement of Title I, Part A programs including planning, review and improvement of the School Parent and Family Engagement Policy
- School provides parents of participating children timely information about programs under Title I, Part A, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children
- School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents
- Parent-student-school compact is jointly developed with parents of participating students; how it is used, reviewed, and updated
- School builds teachers' and parents' capacity for strong parent and family engagement
- School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children

Section 1118(c)(1-5); Section 1118(d-f)

Parent and Family Engagement Policies/ Plans:

- Are available for review at the Annual Title I Meeting
- Are available for review during Parent Teacher Conferences, and parents are encouraged to comment and offer suggestions for revision.



Title I, Part A Parent and Family Engagement Opportunities

- Volunteer time
- Help your child with assignments at home
- Read with your child
- Encourage your child
- Participate in planning and review of the Title I, Part A Schoolwide Plan and Parent and Family Engagement Policy
- Provide input



Title I, Part A

Parent & Family Engagement Opportunity for Feedback

Schools are required to utilize a certain percentage of Title I funds for parent and family engagement activities. Parent Surveys on how to spend parental engagement funds are distributed annually. Parent responses help us plan how this money should best be spent to maximize the benefits for our students.

**Additional
Title I, Part A Schoolwide Program Plans
in Pearl Public School District
include:**



Right to Know

Highly Qualified Staff

Schools are responsible for notifying parents that they have the right to request specific information regarding their child's teacher(s) and/or paraprofessionals.

Parents can request information on:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instructions.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- The degree major of the teacher, any other graduate certification or degrees held by the teacher, and the fields of discipline of the certificate or degree.
- Whether the child is provided services by paraprofessionals and if so, their qualifications.



Individual Student Assessment Reports

The Mississippi Assessment Program (MAP) measures students' knowledge, skills, and academic growth from elementary through high school. Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and Mathematics and in high school Algebra I and English II. MAP assessments are designed to let parents know how their child is progressing, and to give teachers more information to guide instruction. The goal of MAP is to evaluate and monitor student learning to ensure students develop the knowledge and skills they need to graduate prepared for college or careers.

Federal Guidance says that "States must produce individual student interpretive, descriptive and diagnostic reports that allow parents, teachers and principals to understand and address the specific academic needs of each student and that include information regarding achievement on academic assessment aligned with each State's academic achievement standards. States must provide these reports to parents, teachers and principals of all public schools as soon as possible after the assessments are given."

What does this mean to you?

- PPSD will report District, School, and Student assessment data to you as soon as the State releases the information for sharing with you.
- This information will be discussed individually with you at Parent-Teacher conferences or another individual meeting time between you and your child's teacher.
- Based on this information the district, schools and teachers will work with parents and the community to determine how best to utilize federal funds to support any deficit areas identified during testing.



McKinney-Vento Act

Federal education law defines homeless students as children who lack fixed, regular and adequate nighttime residence.

“Fixed” means stationary, permanent and not subject to change.

“Regular” means used on a predictable routine or consistent basis.

“Adequate” means sufficient for meeting both the physical and psychological needs typically met in home environments.

What does this mean?

Children that are:

- Sharing housing with others due to loss of housing, economic hardship, or similar reason.
- Living in motels, hotels, camp grounds due to lack of adequate accommodations
- Living in emergency or transitional shelters
- Utilizing a primary nighttime residence that is a public or private place not designed for, or used for regular sleeping accommodations, living in cars, parks, public spaces, abandoned buildings, sub-standard housing, bus or train station.

What resources are available from PPSD?

Available resources include, but are not limited to:

- Supplies, uniforms, transportation to “school of origin”, obtaining and transferring records, teacher education through professional development, counseling, referrals to other programs and services as needed

•Further information can be obtained by contacting the PPSD Federal Programs Office at 601-933-2461.



Title III, Part A English Learners (EL)

In compliance with federal and state laws and regulations (Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974; Title III of No Child Left Behind Act of 2001; P.L. 107-110,2002; and Mississippi Guidelines for English Learners, 2007) the district provides a free and equitable education to all school age limited English proficient children who reside within the boundaries of the school district.

The district assures an equitable, quality education for all EL students by adhering to the following process:

STEP ONE – Identification of ELs

The district identifies all students potentially needing English Learner services. The Home Language Survey is administered as part of the initial enrollment and registration process for all students

STEP TWO – ASSESSMENT OF LANGUAGE PROFICIENCY

Students whose Home Language Survey reveals the use of a language other than English by the student or other individual in the home, will be assessed using a Language Proficiency Assessment approved by the Mississippi Department of Education. The assessment will occur within 30 days after their initial enrollment within the district.

STEP THREE – PROGRAM PLACEMENT

If the state approved Language Proficiency Assessment indicates a student needs EL services, a parental permission to receive services form is sent to the parent. A parent may refuse services. Upon receiving parental permission, the student is placed in the EL program. Upon placement, an LSP is developed.

STEP FOUR - STAFFING and RESOURCES

EL teachers/tutors provide a language acquisition instructional program for ELs. The district and the Office of Federal Programs provide resources and professional learning for a viable instructional program and parent support.

STEP FIVE – STUDENT EVALUATION and TRANSITION from EL SERVICES

The Mississippi Department of Education approved Language Proficiency Assessment will be administered annually to document the progress of EL students' acquisition of English. EL students will also participate in the Mississippi Statewide Assessment System as required by state and federal regulations.

The Mississippi Department of Education criteria is the determinant for program exit. ELs exit the language acquisition program once they reach levels 4-5 in Reading, Writing, and Overall on the annual LAS Links English Proficiency Test.

STEP SIX – PROGRAM EVALUATION

Once ELs exit the EL program, the law requires that they MUST be monitored for *four* years.

STEP SEVEN – PROGRAM EVALUATION

On-going program evaluations from comprehensive needs assessments provide a basis for revisions to the district plan and guidelines for English Learners.



Pearl Public School District FY21 Allocation

Title I, Part A: \$1,046,645.00

Title II, Part A: \$84,457.00

Title III, Part A (English Learners): \$23,895.00

Title III, Part A (Immigrant): \$7,083.00

Title IV, Part A: \$71,288.00



Pearl Public School District FY21 ESSER II (CRRSAA)

Coronavirus Response and Relief Supplemental Appropriations Act

- Coordination, development, and implementation of procedures and systems to improve the preparedness and response efforts with State, Local, Tribal and Territorial Public Health Departments
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools
- Activities to address the unique needs of at-risk students
- Training and professional development for staff on sanitization and minimizing the spread of infectious disease.
- Purchase sanitization and cleaning supplies
- Planning for and coordinating during long-term closures
- Purchasing educational technology (including hardware, software, and connectivity)
- Address learning loss among students through Summer learning and/or other supplemental programs



**For more
information:**

**Office of Federal Programs
Janice Dukes, Director
601-933-2461**

**Visit: www.pearlk12.com
<http://www.mdek12.org>**