



# **ALLENBROOK ELEMENTARY SCHOOL**

**Annual Title 1 Parent Meeting  
September 18, 2014  
2014-2015**

# ALLENBROOK ELEMENTARY

## HOME OF THE YELLOWJACKETS

- Title 1 School
- Project LIFT
- Pre-K through Fifth Grade
- Blended Learning in Second-Fifth Grade
- Focus On:
  - Data-Driven Instruction – Common Interim Assessments
  - Student Culture – No Nonsense Nurturing
  - Instructional Coaching - MCLs



# BUZZ WORDS

## ○ Ignite

- All In
- Operating with Zest

## ○ Innovate

- Find the Third Way
- Operating with Creativity

## ○ Iterate

- Iron Sharpens Iron
- Operating with Grit



# STUDENT ENROLLMENT

**Pre-Kindergarten 36**

**Kindergarten 82**

**First Grade 96**

**Second Grade 125**

**Third Grade 89**

**Fourth Grade 79**

**Fifth Grade 77**

**Total 584**



# SCHOOL STAFF

- 1 Principal
- 1 Assistant Principal
- 22 Certified Classroom Teachers
- 6 Assistants
- 4 Special Area Teachers
- Support Staff (EC, ESL, TD)
- Student Services (Counselor, BMT, Psychologist, Social Worker)
- 5 MCLs
- 1 Technology Facilitator
- Communities in Schools
- A Child's Place
- Melange Heath Services



# ACADEMIC PROGRAMS

- Balanced Literacy
  - Words their Way
  - Reader's and Writer's Workshop
- Leveled Literacy Intervention
- EngageNY and Investigations
- Kathy Richardson
- Engineering is Elementary



# SPECIAL CLUBS

- Beat Keepers
- Student Council
- Girls on the Run
- Let's Run
- Safety Patrol



# K-3 READING 3-D PERFORMANCE 2013-2014

<b>Grade</b>	<b>TRC</b>
<b>K</b>	<b>66%</b>
<b>1st</b>	<b>49%</b>
<b>2nd</b>	<b>43%</b>
<b>3rd</b>	<b>34%</b>





# EOG RESULTS 2013-2014

<b>Grade</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>
<b>Total School</b>	<b>37%/25%</b>	<b>59%/52%</b>	<b>46%/30%</b>
<b>3rd</b>	<b>34%</b>	<b>59%</b>	<b>n/a</b>
<b>4th</b>	<b>25%</b>	<b>57%</b>	<b>n/a</b>
<b>5th</b>	<b>15%</b>	<b>40%</b>	<b>30%</b>



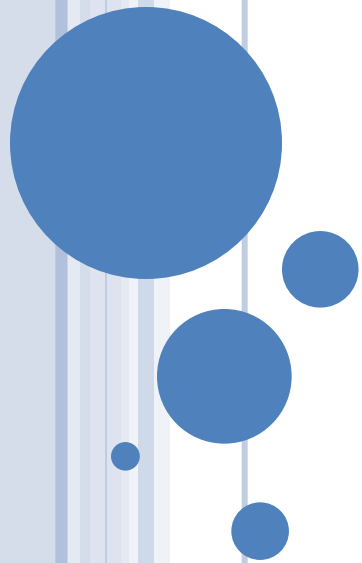
# SCHOOL GOALS

## 2014-2015

	Math	Reading	Science
Pre-K	90%	90%	
K	85%	80%	
1	80%	76%	
2	76%	65%	
3	70%	45%	
4	70%	45%	
5	70%	45%	60%



# Welcome to the Title I Annual Meeting for Parents 2014 - 2015



# Why are we here?

---

- The *Elementary and Secondary Education Act (ESEA)* requires that each Title I School hold an Annual Meeting for Title I parents for the purpose of...
  - Informing you of your school's participation in Title I
  - Explaining the requirements of Title I
  - Explaining your rights as parents to be involved
  - ...and we are here for Curriculum Night too!



# MEETING OVERVIEW

---

- What it means to be a Title I school
- 1% Set-Aside for parental involvement
- The CMS Parental Involvement Policy
- SIP (School Improvement Plan)
- School-Parent Compact
- How to request the qualifications of my child's teacher(s)
- How will I be notified if my child is taught by a teacher who is not Highly Qualified
- How the Annual Evaluation of the CMS Parental Involvement Policy is conducted
- How can I be involved in all I am learning about



# What does it mean to be a Title I School?

---

- 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 student's meet the State's challenging content standards.
  - Purchasing supplemental staff/programs/materials/supplies
  - Conducting parental Involvement meetings/trainings/activities
  - Recruiting/Hiring/Retaining Highly Qualified Teachers
- Being a Title I school also means encouraging parental involvement and advocating for parents' rights



# How is our school using this funding?

---

- Personnel
- Professional Development
- Parent Involvement
- Technology



# What is the 1% set-aside and how are parents involved?

---

- Any LEA with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of the Title I allocation for parental involvement
- Of that 1%, 5% may be reserved at the LEA level for system-wide initiatives related to parental involvement. The remaining 95% must be allocated to all Title I schools in the LEA. Each Title I school receives its portion of the 95% to implement school-level parental involvement
- Title I parents have the right to make decisions regarding how this money is spent





# What is the CMS Parental Involvement Policy?

---

- This plan addresses how the LEA will implement the parental involvement requirements of the *Elementary and Secondary Education Act*. It includes...
  - The LEA's expectations for parents
  - How the LEA will involve parents in decision-making
  - How the LEA will work to build the schools' and parents' capacity for strong parental involvement to improve student academic achievement
- Title I parents have the right to be involved in the development of this plan



# What is THE SIP?

---

- The SIP is your School 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 and Comprehensive Budget
  - The School's Parental Involvement Plan
- Title I parents have a right to be involved in the development of this plan



# What's included in the School's Parental Involvement Plan?

---

- This plan addresses how the school will implement the parental involvement requirements of the *Elementary and Secondary Education Act (ESEA)*. Components include...
  - How parents can be involved in decision-making and activities
  - How parental involvement funds are being used
  - How information and training will be provided to parents
  - How the school will build capacity in parents and staff for strong parental involvement
- Title I parents have the right to be involved in the development of the school's Parental Involvement Plan



# What is the School-Parent Compact?

---

- The compact is a commitment from the school, the parent, and the student, to share in the responsibility for improved academic achievement
- Title I Parents have the right to be involved in the development of the School-Parent Compact



# How can I volunteer to assist my student with school needs?

---

- Join the School Improvement Team
- Volunteer to contact other parents regarding important school information
  - Ex. – 100% Compact completion
  - Stuff envelopes
  - Talk to your neighbors and let them know what is going on at your child's school.
  - Contact our office at (980) 343-6004 to volunteer.



# How do I request the qualifications of my child's teachers?

---

- Title I Parents have the right to request the qualifications of their child's teachers
- How are you notified of this right and what is the process for making a request?



# How will I be notified if my child is taught by a teacher who is not Highly-Qualified?

---

- Our school's present status of Highly Qualified Teachers
- Notification to parents regarding teachers not meeting ESEA's requirements for Highly-Qualified
- How parents are notified and/or may request information on status



# Federal Programs Complaint Procedures

NCDPI WEBSITE LINK TO THE COMPLAINT RESOLUTION PROCEDURES:  
[HTTP://WWW.NCPUBLICSCHOOLS.ORG/NCLB/FEDERAL/COMPLAINT](http://www.ncpublicschools.org/nclb/federal/complaint)

---

## **COMPLAINT RESOLUTION PROCEDURES:As required by the Elementary and Secondary Act of 1965 as amended by the No Child Left Behind Act of 2001**

Section 9304(a)(3)(C) of the Elementary and Secondary Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L.

107-110) requires: states adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs in P.L.107-110. North Carolina State Board of Education policy #EEO-E-001 outlines the

procedures to be followed in resolving complaints alleging violations of requirements of the Elementary and Secondary Act of 1965 as amended by the No Child Left Behind Act of 2001. The State Board's complaint resolution policy can be viewed by

going to the NCSBE Policy Manual Table of Contents at <http://sbepolicy.dpi.state.nc.us>. Click on "EEO Series" to access the Effective and Efficient Operations policies. Click on

"EEO-E" to access the federal programs policies. Click on policy "EEO-E-001" to view the State Board's policy on resolution of complaints for federal programs.

To learn more about the Elementary and Secondary Act of 1965 as amended by the No Child Left Behind Act of 2001, go to the

North Carolina Department of Public Instruction's website at:

<http://www.ncpublicschools.org/nclb>

or the U. S. Department of Education's website at:

<http://www.ed.gov/index.jhtml>.





# Common Core and NC

---

- On June 2, 2010, North Carolina adopted the Common Core State Standards in K-12 Mathematics and K-12 English Language Arts released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers

The full Common Core standards can be viewed at [www.corestandards.org](http://www.corestandards.org)

- Describe Common Core Implementation and professional development at your school site
- Common Core Shifts for Parents  
**<http://www.livebinders.com/media/get/MjcxNjU3Ng==>**



# AMOs (Annual Measurable Objectives)\*New under ESEA

## Flexibility Waiver

---

- The ESEA waiver specified AMO targets will be used for reporting. These targets are:
  - (1) based on 2010-11 data
  - (2) identified for each federally reported subgroup

Per the flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years

- Annual Measurable Objectives (AMO) will replace Annual Yearly Progress (AYP) targets and eliminate school improvement designations for Title I schools
- The change from AYP targets to Annual Measurement Objectives (AMO) acknowledges that subgroups have different starting points and thus need different targets. Overall, there are 13 specific areas of flexibility included in the waiver. All schools are measured according to AMO



# AMO measures the progress of student groups

---

## Definition of AMOs

- Annual Measurable Objectives (AMOs) is defined as a series of performance targets that states, school districts, and specific subgroups within schools, must achieve each year to meet the requirements of ESEA. In each public school and Local Education Agency (LEA) in North Carolina, the 11 student subgroups are:
  - School as a whole (all students)
  - American Indian
  - Asian
  - Black
  - Hispanic
  - Two or More Races
  - White
  - Economically Disadvantaged Students (Based on Child Nutrition data files submitted in accordance with a Memorandum of Agreement)
  - Limited English Proficient (LEP)
  - Students with Disabilities (SWD)
  - AIG- Academic Intelligence- Gifted



# ESEA Flexibility Waiver New School Designations

---

- As part of the ESEA flexibility waiver, Priority, Focus, and Reward Schools have been identified based on 2010-11 data
- The Priority and Focus lists will remain for three years (beginning in 2012-13 and ending in 2014-15).
- The NCDPI Title I office will follow-up with LEAs regarding any Priority or Focus Schools in their districts with more information on assistance and resources



# Priority School Methodology

---

- Based on the proficiency of and lack of progress of the “All students” group for the school
- Title I schools with “proficiency score-R/M” below 50% in the previous and one of the two prior years
- +
- Title I participating or eligible (non-participating) high schools with graduation rate below 60% in previous and one of the two prior years
- +
- SIG Schools
- Goal: at least 5% of Title I Schools in 2010-11



# Focus School Methodology

---

- Title I schools that have the largest within-school gaps between the highest-achieving subgroup and lowest-achieving subgroup or, at the high school level, have the largest within-school gaps in the graduation rate
- +
- Title I schools with “proficiency score-R/M” with a subgroup with a proficiency score below 50% in the previous and one of the two prior years
- Goal: 10% of Title I Schools in 2010-11



# Reward Schools Methodology

---

- Defined as Highest-performing school; and/or High-progress school
- Title I schools with poverty rate at or above 50% for the previous year with an average gap for the past 3 years between the highest and lowest performing subgroups below the state average gap for the past 3 years between the highest and the lowest performing subgroup and:  
+
- Schools made AYP in the previous year, and all subgroups with performance data, including “all students”, are performing above the specific subgroup state performance when averaging R/M performance composite in the previous and the two prior years; and at the high school level, all subgroups also have graduation rate above the specific subgroup state graduation rate when averaging the graduation rate in the previous and the two prior years.



---

# **CMS Code of Student Conduct**

**2014-2015**

## **Student Rights, Responsibilities, and Character Development Handbook**







# **WE NEED YOU!**

**Ways for parents to be involved**

# PARENT-TEACHER ASSOCIATION

## ⑩ Levels of Participation

- Member
- Send in Box Tops
- Event Volunteer
- Regular Volunteer
- Board Member (Meet the First Monday of Each Month @ 4:30pm)
- Officer

## ⑩ Dues

- \$5

## ⑩ Events Supported

- Teacher Appreciation Events
  - ⑩ Holiday Gift
  - ⑩ Teacher Appreciation Week
  - ⑩ End of Year Luncheon
- Student Performances
- Special Performances
- Field Trips
- Spring Carnival



# SCHOOL LEADERSHIP TEAM

- ⑩ Provide Input on the School Improvement Plan
- ⑩ Monitor the School Improvement Efforts
- ⑩ Attend Monthly Meetings
- ⑩ Get to Know Allenbrook Staff Members
- ⑩ Establish Strong School-Community Connections



THANK YOU FOR YOUR SUPPORT OF  
THE EFFORTS TO MAKE ALLENBROOK  
A GREAT PLACE FOR TEACHING AND  
LEARNING!

