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

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## Hidden Valley Elementary

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# Why are we here?

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- 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
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# Meeting Overview

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

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- 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
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# How is our school using this funding?

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- Staff
  - Technology
  - Literacy materials
  - Instructional supplies
  - Professional Development
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# What is the 1% set-aside and how are parents involved?

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- 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
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# Parental Involvement Funding

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- We have \$7, 777.10 set aside for parent involvement
  - Math morning and night workshops
  - Reading morning and Night workshops
  - Food and supplies for Men Count and other parent events
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# What is the CMS Parental Involvement Policy?

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- 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
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# What is the SIP?

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

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- 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
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# What is the School-Parent Compact?

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- 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
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## Email address

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

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- Join the School Improvement Team
  - Join and be active in the PTA
  - Volunteer to contact other parents regarding important school information
  - Talk to your neighbors and let them know what is going on at your child's school.
  - Contact our office at 980-343-6810 to volunteer.
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# How do I request the qualifications of my child's teachers?

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- 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? (Explain Procedure – Right To Know Letter and request should be completed within 30 days of parent request)
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# How will I be notified if my child is taught by a teacher who is not Highly-Qualified?

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- 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
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# Federal Programs Complaint Procedures

NCDPI Website Link to the Complaint Resolution Procedures:

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

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## **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>.

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# Common Core and NC

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- 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==>**
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# AMOs (Annual Measurable Objectives)\*New under ESEA Flexibility Waiver

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- 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
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# AMO measures the progress of student groups

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## 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
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# ESEA Flexibility Waiver New School Designations

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- 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
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# Priority School Methodology

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- 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
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  - 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
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# Focus School Methodology

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- 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
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# Reward Schools Methodology

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- 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.
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# **CMS Code of Student Conduct**

**2014-2015**

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

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# Bond information

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*The Mecklenburg Board of County Commissioners has voted to put a proposal for a quarter-cent (one-fourth of a penny) sales tax increase on the ballot Nov. 4. If the measure is approved by voters, it is expected to bring in approximately \$35 million a year in additional revenue to Mecklenburg County. County commissioners will give 80 percent of these revenues to Charlotte-Mecklenburg Schools (CMS). Other beneficiaries will be Central Piedmont Community College, the Charlotte Mecklenburg Library and the Arts & Science Council. CMS' projected portion of about \$26-\$28 million in annual revenue will be used to enhance salaries for district employees. Here are some facts about how the funds could be used for CMS and the 145,000 Mecklenburg County students and families it serves.*

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# Bond Information

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- **Help make Charlotte-Mecklenburg Schools more competitive locally and nationally.**
  - **Help make pay raises more equitable**
  - **Help more CMS employees earn a living wage.**
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# Hidden Valley Data Reading 2013-2014

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Grade	Score	Target
3	18.2%	80.3%
4	26.4%	80.3%
5	12.8%	80.3%
total	19%	80.3%

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# Hidden Valley Data Math

## 2013-2014

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GRADE	SCORE	TARGET
3	40.9%	53.9%
4	34.9%	53.9%
5	30.1%	53.9%
Total	35.48%	53.9

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# Hidden Valley Data Science 2013-2014

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- 2013-2014
  - 34.6% proficiency
  - Met expected growth
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# Historical Data Comparison

Assessment	Subgroup	2013-2014		2012-2013		2011-2012	
		% GLP	% CCR	% GLP	% CCR	% GLP	% CCR
Grade 03 EOG Math	All	50.6	40.9		36.6		69.2
		50.6	40.9		36.6		69.2
Grade 03 EOG Reading	All	37.7	18.2		23.2		37.6
		37.7	18.2		23.2		37.6
Grade 04 EOG Math	All	44.2	34.9		21.5		80.8
		44.2	34.9		21.5		80.8
Grade 04 EOG Reading	All	37.2	26.4		14		50
		37.2	26.4		14		50
Grade 05 EOG Math	All	37.6	30.1		32		75.9
		37.6	30.1		32		75.9
Grade 05 EOG Reading	All	24.8	12.8		17		48.2
		24.8	12.8		17		48.2
Grade 05 EOG Science	All	52.6	34.6		23.8		63
		52.6	34.6		23.8		63
School EOG Reading Composite	All	33.4	19		18		44.6
		33.4	19		18		44.6
School EOG Math Composite	All	44.5	35.6		29.7		74.8
		44.5	35.6		29.7		74.8
School EOG Science Composite	All	52.6	34.6		23.8		63
		52.6	34.6		23.8		63

# Celebrations

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- Met expectations in math for grades 3-5
  - Exceeded growth expectations in reading
    - Grade 4 excelled
  - Met expectations for Science
  - Third grade Read to Achieve passed twice as many as other schools
  - Dr. Greene chosen as Northeast Vance LC Principal of the Year
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- Questions?

Comments:

- Please sign up for SLT, PTA, volunteer
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