

CFES Document Review and Parent Input Session



Thursday, August 10 @ 3:00 pm
&
Friday, August 11 @ 7:45 am

WELCOME & SIGN IN



Please take a minute to do the following....

1. Sign in on the form

-Full Name

-Stakeholder Role (Teacher, Parent, mentor, BOE member etc...)

-email address

2. If you are viewing online please sign in [here](#).

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WHAT IS TITLE I?



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

HOW DID COLHAM FERRY QUALIFY FOR THE TITLE I PROGRAM?

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families.

While Colham Ferry is not identified as a Title I school because less than 40% of our students qualify for free and reduced lunch, we do however qualify for the Targeted Assistance Program (TAP). We fall under the category of a Title I public school that operates a Targeted Assistance school program. We use our Title I funds to provide services to a select group of children who we feel need extra support to meet the State's challenging content and student performance standards.



TARGETED ASSISTANCE SCHOOL



Title I Targeted Assistance schools are schools that do not meet a schoolwide threshold and instead, identify specific children to participate in Title I.

In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESEA), Section 1113(c) that are ineligible for a schoolwide program or that choose not to operate such a schoolwide program, a local educational agency (LEA) serving such schools may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance.

HOW DID COLHAM FERRY QUALIFY FOR THE TITLE I PROGRAM?

In summary, we receive funds based on the number of students who qualify for free and reduced lunch. Although, we receive these funds based on free and reduced lunch, the school identifies who will be served based upon school selected academic criteria. For example, the academic criteria chosen last year was in the area of reading.



District Average: 11.84 %

CFES Average: 14.07 %

**Other schools that also receive Title I funding:
Oconee County Elementary, Malcom Bridge Elementary,
and Oconee County Middle**

**Poverty percentages for
Oconee County Schools -
Based on FTE and Free
and/or Reduced Lunch
qualification.**

*** Schools above the district
total qualify as Title I
Targeted
Assistance Schools**

DRAFT TARGETED ASSISTANCE PLAN



The Targeted Assistance School Plan outlines and explains elements of the program such as: instructional strategies and programs, selection criteria, provisions for instruction, and procedures for assessment.

-How will CFES spend its allotted money?

>teacher >Tutors >Translations >Family, Student, Teacher Resources

-What is the criteria used to select students to participate in the program?

>K - 5: 2022 Fall MAP/ 2023 Acadience Assessment Reading Composite

Scores

-How will instructional support be implemented?

>Pull-out services, Push-In SERVICES, Data Collection, Interventions, RTI Collaboration, Assessment administration

DRAFT SCHOOL-PARENT COMPACT



The School-Parent Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards.

DRAFT FAMILY-SCHOOL ENGAGEMENT PLAN



-What is the Family-School Engagement Plan?

Each year, Title I Schools must develop a written policy describing how the school will support the important role of parents in their child's learning. The Parent and Family Engagement Plan provides information regarding parental and family involvement, parent, family, and teacher communication, student achievement, and budget.

-How will parents and teachers communicate?

>Email, Phone calls, Voicemail, Text, Virtual & In-person meetings, agendas, Newsletters, Social Media, paper reminders, Infinite Campus.

BUILDING STAFF CAPACITY



It is the duty and responsibility of the Title I teacher to provide professional learning to faculty and staff on the following points throughout the year. Specifically in four learning opportunities. Topics of discussion are.....

- The value and utility of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- Implement, integrate and coordinate parent programs and family engagement activities
- Build ties between parents and the school
- Sending information to parents in a language and format that parents can understand
- Partnering with parents in the academic achievements of their children

BUILDING PARENT CAPACITY



It is the duty and responsibility of the Title I teacher to provide continuous information about the following topics to parents of Title I students. The Title I teacher will plan on providing two family engagement events and title i parent newsletters.

- Challenging State academic standards
- State and local academic assessments, including alternate assessments
- What is Title I and parent rights
- How to monitor a child's progress
- Work with educators to improve the achievement of their children

BUILDING PARENT CAPACITY



Teacher Qualifications

Parents of students in Title I schools have the right to know the professional qualifications of the staff working with their child. At Colham Ferry, the Title teacher and tutors are highly qualified educators. Please talk with our principal, Dr. Katherine Brown, if you have any questions related to teacher qualifications.

Complaint Procedure

Anyone who believes that a school is in violation of any part of the Elementary and

Secondary Education act may notify:

Georgia Department of Education

Office of Legal Services

205 Jesse Hill Jr Drive SE

Atlanta, GA 30334



Our partnership with you is important for your child's academic success. Please let us know if there is another language that would make our communication with you more meaningful!

<http://www.k12.ga.us/Equity/pubdocs/Multi-LanguageWelcomePoster.pdf>

**We can help you
in your language!**

Please let us know if you need an interpreter or a document translated into your language—at no cost to you.

English

**¡Podemos brindarle
asistencia en español!**

Por favor háganos saber si necesita un intérprete o un documento traducido a su idioma. Este servicio es gratuito.

Spanish

**Мы можем помочь вам с
переводом на русский язык!**

Сообщите нам, если вам нужен устный перевод или перевод документа на ваш язык—**бесплатно для вас.**

Russian

**Chúng tôi có thể giúp
quý vị bằng tiếng Việt!**

Xin cho chúng tôi biết nếu quý vị cần thông dịch viên hay cần phiên dịch tài liệu qua ngôn ngữ của quý vị—**được miễn phí.**

Vietnamese

**我們可以用中文向您提
供幫助！**

請告訴我們您是否需要我們向您提供免費口譯員服務或將文件翻譯成您使用的語言。

Chinese

**Waxaan kugu caawin
karna Soomaaliga!**

Fadlan noo sheeg haddii aad u baahan tahay turjubaan ama in dokaumentiga laguugu turjubaano luqaddaada—iyadoo aanay wax kharash ah kaaga bixin.

Somali

**Ми можемо надати вам
інформацію українською мовою!**

Якщо вам потрібен перекладач або переклад того чи іншого документа українською мовою, просимо повідомити нам про це—**послуга безкоштовна.**

Ukrainian

**يمكننا مساعدتك باللغة
العربية!**

يرجى إعلامنا إذا ما كنت بحاجة إلى مترجم فوري أو إلى ترجمة مستند إلى لغتك، دون تكلفة عليك.

Arabic

한국어 지원 서비스가 제공됩니다!

통역사가 필요하시거나 귀하의 언어로 번역된 문서가 필요하시다면 저희에게 알려 주십시오. 부담하지는 비용은 없습니다.

Korean

**Matutulungan ka namin sa
Tagalog!**

Mangyaring ipaalam sa amin kung kailangan mo ng isang interpreter o ng isang dokumentong isinalin sa iyong wika—nang wala kang babayaran.

Tagalog



QUESTIONS TO CONSIDER

&

INPUT FORM