

**What is Title I?**

* Federal funding that is attached to NCLB/ESEA legislation
	+ Provides equal access to public education for all children.
	+ It challenges states to set high academic standards and to increase school and school system accountability. It also exposed achievement gaps between some minority students, Economically Disadvantaged students, Students with Disabilities, and English Language Learners, and their higher achieving peers.
* New Legislation called “Every Student Succeeds Act” is intended to assist schools and ensure all students have access to needed instruction and resources. It is intended to help students who are falling behind academically and/or who are at risk of not meeting end-of-grade standards
* Funds are allocated based on the number of students eligible for free/reduced lunch in a school. Schools with more than 45% of their students receiving free/reduced lunch receive Title I funding. There are 47 Title I Schools in WCPSS.
* Funds are used to hire teachers, purchase materials and supplies, parental involvement activities, professional development, pre-kindergarten programs, etc.

**What does the Conn Elementary program look like?**

* Funds are used for all students in our school.
* There are 2 Interventionists who work with students that need more support in the areas of literacy and math.
* Interventionists collaborate on a regular basis with classroom teachers to ensure all students’ needs are being met based on analysis of student data.
* Parents will have the opportunity to attend two workshops that will help support academic growth.
* There is a Literacy Coach who works with classroom teachers sharing research-based best practices.

**What are the Benefits?**

* Schools are no longer judged by an “all or nothing” standard. With AYP goals, they “did not make AYP” if they missed just one target goal.
* The Annual Measurable Objectives (AMOs) set for each sub-group more fairly judge schools based on student and school progress
* The goal of closing achievement gaps for each sub-group by half by the year 2018 is necessary and attainable
* The expectations set forth in the waivers for greater student engagement in their learning using critical thinking skills aligns with the high expectations set forth in Common Core and Essential Standards
* Principals have greater flexibility to tailor solutions to the unique educational challenges of their students, and schools will receive recognition for progress and for performance.

**How will school success be measured?**

* Sub-groups must make progress each year toward closing the achievement gaps by half by 2018.
* Target goals for each subgroup are set by the state. The proficiency of students who are members of these sub-groups will be measured against these targets. The target AMOs are the same for all elementary schools in North Carolina

**North Carolina Recognitions for Title I Schools**

* **Reward School –** Schools that made good progress toward closing the achievement gap in 2010-2015 (4 WCPSS schools)
* **Schools with no recognition-** Schools that did not add to achievement gaps and were likely making progress in closing gaps from 2008-2015 (39 WCPSS schools)
* **Focus School–** Schools that did not made adequate progress in closing achievement gaps from 2008-2015 (15 WCPSS schools)
* **Priority School-** Schools among the lowest five percent of Title I schools in the state based on 2008-2015 achievement (no WCPSS schools)

**Excellent Public Schools Act: Read 2 Achieve**

* Implementation began in 2013-2014, and it will have an impact on 3rd grade students.
* Students who do not pass their Reading EOGs may attend a summer school program.
	+ If they are proficient in Reading at the end of summer school, they will be promoted to 4th grade.
	+ If they are not proficient in Reading at the end of summer school, they will be retained in 3rd grade but will go to a 3-4 Transition Classroom.
* In this 3-4 transition classroom, they must participate in a 90 minute reading class or accelerated reading class intended to accelerate their Reading skills. Around mid-year, they will be assessed.
	+ If they are proficient in Reading, the retained label will be removed and they will be 4th graders.
	+ If not, the retained in 3rd grade label will remain.
* Those who keep the retained label will be 4th graders the following year.

**How will you know if your child meets the grade level standards?**

* Stay in close communication with your child’s teacher(s).
* Be sure to read all communications sent home by the school.
* Talk with your child.

**Parent Rights/Involvement/How you can help?**

* Get actively involved in your child’s school.
* Ensure that your child does her/his homework and turns it in, read with your child(ren), talk through everyday math applications with them– grocery story, cooking/baking, making purchases, building/repairing something
* Be sure you understand how your child is performing in reading and mathematics. Talk with your child’s teacher and principal.
* Get information about School and District Programs
* Request information about Staff Credentials
* Review the Parent Involvement Policy (WCPSS Board policy 2541, including Regulations & Procedures)
* Participate in Parent Involvement Programs (at your child’s school and the district level)
* Know how your child’s school is doing. The Dept. of Public Instruction (DPI) publishes the NC Report Card for each public school in the state [www.ncreportcards.org](http://www.ncreportcards.org/) your school’s report card will be sent home with your child after DPI releases it, look for it this fall.
* Communicate your school’s successes in your community and look for ways to support your school.