

Fox Meadow School of Creative Media

Parental Involvement: Title I Part A



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• Parental Involvement

Research concludes:

- Families have a major influence on their child's achievement in school and through life.
 - When schools, families, and community groups work together to support learning, children tend to:
 - do better in school
 - stay in school longer
 - like school more.



• Parental Involvement

Research also shows that:

- Parental involvement, no matter what their income or family background, in children's education affects student achievement.
 - Children are more likely to:
 - earn higher grades and test scores, and enroll in higher level programs
 - pass their classes, earn credits and be promoted
 - attend school regularly
 - graduate and go on to postsecondary education.



What is Title I?

- Title I provides about **\$12 billion** per year in federal aid to local schools.
- 50,000 public schools (64%) receive Title I funds.
- Title I serves 14.9 million public school students.



Title I Glossary

School wide programs – Schools with more than 40% low income students can choose to have this program that serves all students in the school

Targeted Assistance – Schools with less than 40% low income students or not operating school wide have this program that serves only qualified students

Public School Choice – Option available to all students in any Title I school if school is in improvement

Supplemental Services – Service available only to low income students the second year a school is in improvement



FMSCM is a School-Wide Title I school.

- Schools with at least 40% low-income students qualify as School-wide Title I schools.
- Title I upgrades the entire educational program in the school in order to raise academic achievement for all students.
- Title I funds are used to supplement, not supplant, programs & services for the school.
- Title I, Part A funds are available for the general support of the entire school-wide program.



•Parent Involvement Policy

- Every Title I school must have a written parent involvement policy, developed with and approved by parents.
- It should spell out how parents will be involved in a meaningful way.
- It must be updated periodically.
- It must be in a language and format parents can understand.



School District Policy

- Each school and school district that receives Title I funds must develop a parent involvement policy.
- The policy must be reviewed each year and revised if necessary.
- Parents must assist with developing the policy.
- Parents must agree with the policy.
- Local Title I schools must have their own parent involvement policy.



• Parent Involvement Plan

How do I obtain a copy?

- A copy is provided for each family.
- Take one from the cart below.
- View online at www.nettletonschools.net
(located under the FMSCM tab)



• School Parent Compact

What is it?

- Every Title I school must have a School Parent Compact, developed with and approved by parents.
- Compacts describe how the school and parents share responsibility for student achievement.
- When students do not perform well, the compact should be reviewed by the teacher and the parent and individualized to meet that student's needs.
- If you have not signed yours, please take a copy, sign, and return to your child's homeroom teacher.



•Curriculum

What do we teach?

- * Arkansas law recognizes that "students in Arkansas deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills.
- * The Arkansas State Standards are a set of shared K-12 learning expectations for students in English language arts and mathematics. The standards are the result of a state-led effort coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO). The standards for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The CCSS supports the college and career ready expectations.



• Assessment

How do we measure learning?



- a standards-based system of assessments to monitor progress toward college and career readiness from grade 3 through early high school, connecting each grade level to the next
- statewide assessment, data management and reporting functions for all students, districts, schools, aggregated and disaggregated groups of learners, and the individual learner
- alignment with the [ACT College Readiness Benchmarks](#)
- student outcomes aligned to the Domain and Cluster reporting categories of the Common Core State Standards
- capability for predicting outcomes on the ACT



•2019 Test Scores

FMIC Grades 3-6

The following table shows how FMIC 3rd-6th graders scored on the Act Aspire. The scores reflect the percentage of students ready or above in each category.

Science	2019	
3rd	19%	
4th	31%	
5th	24%	
6th	21%	

Math	2019	
3rd	52%	
4 th	37%	
5th	29%	
6th	40%	

Reading	2019	
3rd	25%	
4 th	35%	
5th	25%	
6th	36%	

Individual student reports are distributed to parents at the beginning of the school year during Open House.



Arkansas Assessment Overview

2020-2021



The ACT Aspire assessment, which will be administered in Arkansas during the 2020-2021 school year, will be a standards-based system of assessments to monitor progress toward college and career readiness from grade 3 through early high school, connecting each grade level to the next.



2020 – 2021 Testing Window

April /May in 2021

Subject Tested	Minutes Tested
English	40
Writing	45
Reading	65
Math	65
Science	60



ESEA School Report

Accountability Status

Fox Meadow
Intermediate Center

2017 AYP Status:

Achieving



School Report Cards

- Every school and school district (even non-Title I) must have a report card that includes data for the state, district, and local school including:
 - Achievement information by subgroups
 - Percent of students not tested by subgroups
 - Information about making adequate yearly progress (AYP)
 - 2 year trend data, and
 - Teacher qualifications



•Notice

Each year, schools have to notify parents in a language and format they can understand(whenever possible) about:

- school progress (school report cards);
- school placed in improvement or corrective action;
- school choice or SES opportunities;
- teacher and paraprofessional qualifications; and
- Title I services (the annual Title I meeting).



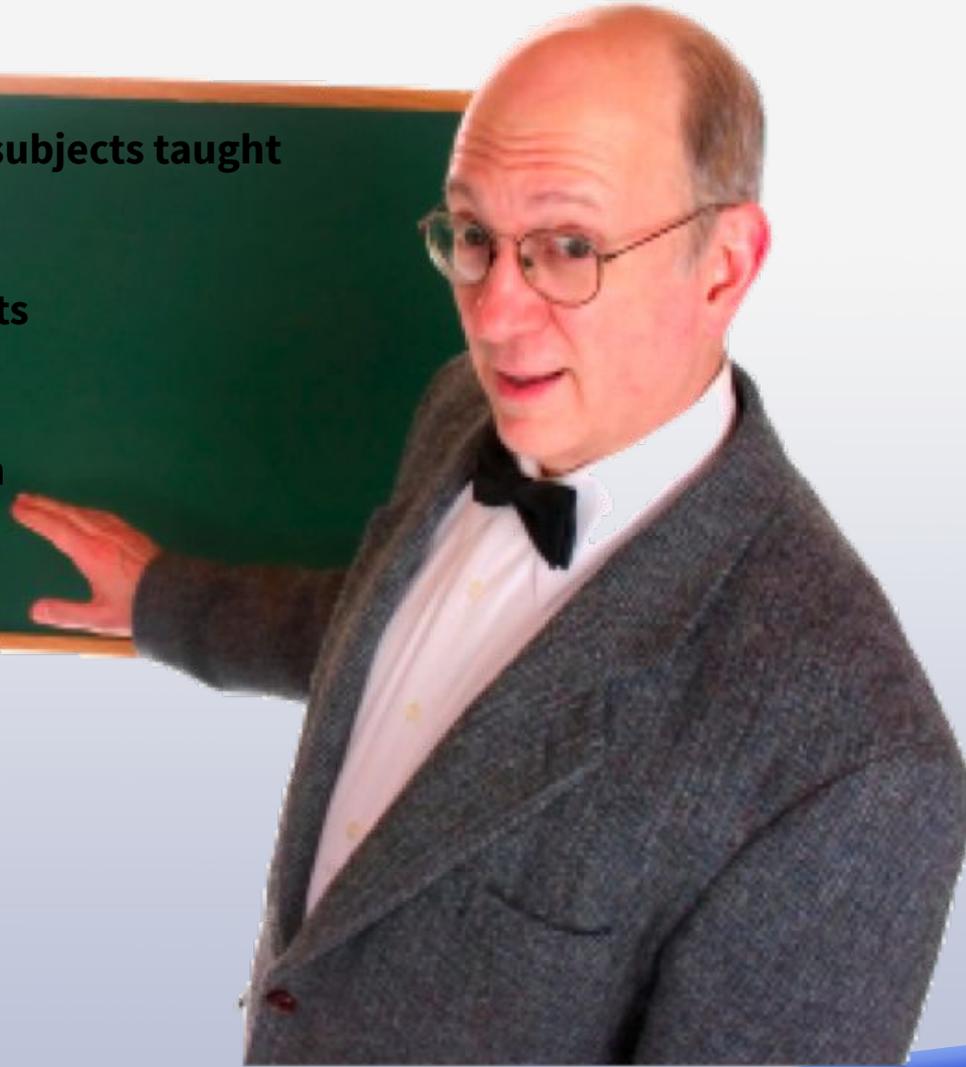
• More Notice

- If students are taught for 4 or more consecutive weeks by a teacher who is not highly qualified, parents must be notified.
- Schools must inform parents of limited English proficient children of how they can be involved in their children's education and be active participants in their child's education, including notice of opportunities for and holding regular meetings.
- Schools must inform parents of students with the most significant cognitive disabilities that their child's achievement will be based on alternate achievement standards. They also have to tell parents the actual achievement levels of their students.



Teacher Qualifications

- Competency in subjects taught
- Passed state tests
- Full certification
- College degree



• Supplemental Education Services

- Supplemental services are available only to students who get free or reduced lunch.
- Parents can choose the provider from a school list.
- Services must take place outside of regular school hours.
- Services must focus on helping students meet state standards, not homework help!





By working together, we can ensure that our students receive the best educational experience possible. FMSCM is committed to you and your children.



If you have any questions or concerns:

Please contact
Debra Johnson, Principal
870-910-7812 ext. 1102

Karen Herrell, Parent
Involvement Coordinator
870-910-7812 ext. 1110



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