



RGCCISD

Ac2E Middle School

Annual Title I Meeting

Back to School

Welcome to the Annual
Meeting of Title I, Part A
Parents and Families

Why Are We Here?

- The Elementary and Secondary School Act, Title I, Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services:
 - Informing you of the school's participation in Title I, Part A
 - Explaining the requirements of Title I, Part A
 - Explaining your rights and opportunities as parents and families to be involved in your child's learning and achievement

What You Will Learn

- What it means to be a Title I, Part A school
- A 1% “set-aside” for parent and family engagement and its allowable uses
- The Campus Improvement Plan (CIP) and Comprehensive Needs Assessment
- The School Parental Involvement Policy and the School Parent Compact
- How to request information about the qualifications of my child’s teachers

What You Will Learn (con't.)

- How and when parents and families will be notified if their child is taught by a teacher who is not certified in a content area
- How and when the annual evaluation of the parent and family engagement policy and program will be conducted
- The ways in which parents and families can be involved to partner with the school to share the responsibility for improved student academic achievement

What is a Title I School?

- Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to supplement the school's existing programs. These dollars can be used for...
 - Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
 - Purchasing supplemental: staff, programs, materials, and instructional supplies
 - Conducting parent and family engagement meetings, trainings, and activities

Ac2E Middle School Title I Funding Include:

Title I = \$5634.00

Migrant = \$640.00

Idea B = \$1000.00

1% “Set-Aside”

- Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement.
 - Of that 1%, 5% may be reserved by the LEA for system-wide initiatives and administrative expenses related to parent and family engagement
 - Of the 1%, 95% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement.
 - Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

Ac2E Middle School Title I Funds Expenditures:

- **Students School Supplies approximately 75%**
- **Student Activities (Science Fair, GT Night, etc.) 24%**
- **Family Meetings 1%**

LEA Title I Plan

- The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district. Typically, in Texas, the elements of the Title I plan are incorporated into the District Improvement Plan (DIP). Topics include:
 - High-quality student academic assessments
 - Supplemental services to assist struggling students
 - Coordination and integration of federal funds and programs
 - Strategies to implement effective parent and family engagement
 - Title I parents have the right to be involved in the development of this plan

Title I District Department = Purchase of the following for Ac2E MS:

-Agile Mind Program, Novel (received)

-Fetal Pigs, Novels, Science Materials (pending)

-Students School Supplies Beginning of the Year (received 300, pending approximately 25)

Campus Improvement Plan

- The school's Campus Improvement Plan (CIP) includes:
 - A needs assessment and summary of data
 - Goals, objectives, and strategies to address the academic needs of students
 - Professional development needs
 - Coordination of resources and services
 - Identification of Title I, Part A funds and expenditures
 - Strategies from the school's parental involvement policy
 - Title I parents have the right to be involved in the development of the CIP

CIP on hand for review: available on campus website.

Comprehensive Needs Assessment

- The school's Comprehensive Needs Assessment includes:
 - Establish a schoolwide planning team.
 - Clarify the vision for reform.
 - Create the campus profile.
 - Identify data sources.
 - Analyze data.

COMPREHENSIVE NEEDS ASSESSMENT

DEMOGRAPHICS DATA

1. Increase the level of academic achievement for English Learners (EL) and Gifted Learners (GT) in 6th Grade Reading.
2. Provide more targeted instruction to support the needs of English Learner (EL) and Gifted Learners (GT) student population.

STUDENT LEARNING DATA

1. Provide targeted professional development in the areas of reading/literature, math, writing/ELAR, social studies and science.
2. Increase the passing master rate by 5% of all student groups with a focus on math, reading, writing, social studies and science.
3. Decrease the dropout rate by 3% for English Learners, Migrant, and At Risk student groups.
4. Close the gap in reading and math for all students to increase master level by 5%.
5. Increase college and career readiness of students.

SCHOOL PROCESS DATA

1. Promote more student participation in extra-curricular activities to decrease discipline problems and increase attendance.
2. Enforce closed campus procedures in order to improve school safety.
3. Increase awareness/presentations/activities of substance abuse among our students.
4. Continue “The Leader In Me” for teens as a campus initiative through one teacher per grade level.
5. Provide a book study on “The 7 Habit” for the staff.
6. Ensure all the teachers have content specific certifications.
7. Maintain Professional Learning Communities within the campus through weekly meetings.
8. Use comprehensive and specific data to drive professional development (PD) and instruction.
9. Incorporate a written and uniform program with embedded professional development continued throughout all grade levels.
10. Prioritize and align professional development to target all student populations in the areas of reading and math.
11. Ensure vertical and horizontal curriculum and instruction alignment in grades 6th-8th through Professional Learning Community process.
12. Evaluate all instructional programs for effectiveness.
13. Continue to effectively recapture students not enrolled in school during the first day of school (Leaver/Drop-Out Recovery Program).
14. Solicit teacher input in terms of curriculum and assessment.
15. Acquire additional training for English Learners personnel.
16. Provide targeted staff development to address all of the student populations with special emphasis on English Learners students.
17. Develop a comprehensive communication system.
 1. Conduct more campus-based professional development (PD) in conjunction with a district design self-assessment in order to expedite the use of technology by all stakeholders.
 2. Conduct district trainings on the utilization of software, tablets, & desktops to assist teachers with the delivery of instruction.

PERCEPTION DATA

1. Increase parental involvement.
2. Provide targeted parental meetings for all special populations such as Title I, bilingual, etc.
3. Educate parents on state and federal testing requirements through parent meeting.
4. Include a process to inform district professionals of community services available.
5. Increase collaborative partnerships to ensure businesses, schools, communities work together to accomplish student achievement.

Parent and Family Engagement Policy

- The policy addresses how the school will implement the parent and family engagement program. The policy includes:
 - Convene an annual meeting
 - Provide a flexible number of meetings
 - Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
 - Provide timely information about parent and family engagement activities
 - Provide information to parents about curriculum and assessment
 - If requested, provide additional meetings with parents to discuss decisions for the education of their child
 - Title I parents have the right to be involved in the development of the school policy.

Academy for Academic Enhancement Middle School

TITLE I-A FAMILY ENGAGEMENT POLICY

2019-2020

I. STATEMENT OF PURPOSE

Academy for Academic Enhancement Middle School is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents play an important role as children's first teacher and their support is critical to their children's success. **Academy for Academic Enhancement Middle School** intends to include parents in all aspects of the district's Title I-A programs to create a school-home partnership that will promote student success.

Grade level goals for all children in **Academy for Academic Enhancement Middle School** will be distributed to parents with the expectation that all students will work toward these goals. **Academy for Academic Enhancement Middle School** recognizes that some students may need the extra assistance of Title I-A programs to reach these goals and is committed to providing that support.

- Saturday Tutorial Programs beginning January 2020

II. PARENT ENGAGEMENT IN DEVELOPING AND REVISING THE POLICY

The Academy for Academic Enhancement Middle School Parent Advisory Committee consisting of campus parents, teachers, principal and community members developed the campus Family Engagement Policy. **Academy for Academic Enhancement Middle School** will annually form an Advisory Committee to review the campus Family Engagement Policy and to revise it as necessary. Special attention will be given to recruiting parent volunteers of children served in the Title I-A programs, with a goal of having at least two parents on the committee. The Title I-A Family Engagement Policy will be posted on the campus website.

- The document will be sent out on August 2019 – May 2020
- The document will be reviewed in October 2019 and April 2020

III. ANNUAL TITLE I-A CAMPUS PARENT MEETINGS

Academy for Academic Enhancement Middle School will hold two annual Title I-A meetings for parents. These meetings will be held during the fall and spring semesters. The purpose of these meetings is to provide parents with information regarding Title I-A guidelines and services offered to students utilizing Title I-A funds as stated in the current Family Engagement Policy. The Family Engagement Policy will also be distributed to parents. Parents will be given the opportunity to offer their suggestions for any revisions to the policy. Parents may also volunteer to serve on the district-wide or individual school's advisory committee or both.

The annual Title I-A meeting will be held at flexible times to increase the opportunity for parental participation. English and Spanish translation will be available. Written notices in both languages will be sent to parents notifying them of the date and times of the meetings. Parent volunteers, parent trainers, and parent liaisons will also contact other parents by phone regarding the meetings. Volunteers who speak both English and Spanish will make all contacts.

- September 2019
- April 2020

IV. SCHOOL-PARENT COMPACT

According to Title I-A regulations, **Academy for Academic Enhancement Middle School** must share responsibility with parents for high student achievement by jointly developing a School-Parent-Student Compact. These compacts must outline the responsibilities of parents, staff, and students for promoting high student performance. Parents on Academy for Academic Enhancement Middle School's Advisory Committee must be involved in designing the compacts. Students' responsibilities may vary by grade level.

All parents will receive the compact from their child's school with a checklist of the responsibilities that teachers, parents, and students have for helping students achieve their goals.

Parents are urged to discuss the compact with their children before they and their children sign the document. The School-Parent-Student Compact will be posted on the campus website.

- The document will be disseminated to parents on August 2019 – May 2020
- The document will be revised in October 2019 and April 2020

V. TYPES OF FAMILY ENGAGEMENT

Academy for Academic Enhancement Middle School will provide opportunities for parent engagement to become involved in their children's education. **Academy for Academic Enhancement Middle School** values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of family engagement are needed in school-home-community partnership to help all children succeed. In alignment with Ac2E's philosophy and mission, the **Academy for Academic Enhancement Middle School** Campus Improvement Plan (CIP) includes a family engagement component. All parent and community volunteers must comply with the district policy regarding State of Texas background checks.

- Attend weekly meetings at the school
- Attend Cluster meetings as scheduled throughout the school year.
- Volunteer at their child's school whenever possible
- Become involved in School Committees and/or schedule periodic Parent/Teacher Conferences
- Attend child's extracurricular activities during the school year

VI. ADAPT PROGRAMS TO THE NEEDS OF OUR COMMUNITY

Each year **Academy for Academic Enhancement Middle School** will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that Title I-A programs can be tailored to meet those needs. Workshops and other programs will be available to address the expressed needs. Parents will be notified of these opportunities by the individual schools.

Parents may also call the Parental Involvement Department or the school office to express an interest in a particular workshop topic or to make recommendations about the program.

- Evaluation in our weekly meeting beginning September 2019 until May 2020

VII. STAFF-PARENT COMMUNICATION

Academy for Academic Enhancement Middle School informs parents of monthly activities and current issues through various means of communication. Communication with parents may include a school newsletter distributed by each school at least four times a year. Notices and activity packets sent home with students, telephone calls, conferences, and home visits will promote school-home communication as well. Notices sent home should be in both English and Spanish. Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern. Staff should receive training on techniques to improve home-school communication. Parents may participate in this training.

- Parent Meetings
- Calendar of Events
- Distributing Fliers/Newsletters
- Dojo
- Instagram
- School Website

VIII. EVALUATION

The district-wide Title I-A Parent Advisory Committee, which include parents of Title I-A, Migrant, Bilingual, Special Needs, and GT students, will participate in the process of school review and improvement. This committee will collect information in a variety of ways, including campus visits and class observations.

Parents will also be asked for their input on the content and effectiveness of the campus Title I-A Family Engagement programs through an annual evaluation of the program. The evaluation will include an assessment of overall increases in family engagement and barriers to parental participation that still need to be overcome. **Academy for Academic Enhancement Middle School** will revise its Family Engagement Policy on the basis of this annual review.

- Campus Needs Assessments survey March 2019 and April 2020
- Title I-A Family Engagement survey April 2020

Ac2EMS does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

School-Parent Compact

- The school-parent compact is a written agreement...
 - That addresses high-quality curriculum and instruction
 - That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
 - That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (required in elementary schools)
 - That affirms the importance of parents and families in decisions relating to the education of their children
 - Title I parents have the right to be involved in the development of the school-parent compact

**RIO GRANDE CITY CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
AC2E MIDDLE SCHOOL
SCHOOL-PARENT-STUDENT COMPACT**

The title I Program is designed to develop each student's potential for intellectual, emotional and physical growth. In order to achieve this, the home and school must be willing to recognize a degree on the responsibilities for each party in the learning process.

Teacher and School Obligation: In recognition that it is the school's responsibility to provide high-quality curriculum and instruction in a supportive and learning environment will:

1. Modify enhance its instructional content to ensure that all students have an opportunity to meet and exceed the state standards
2. Offer staff development to teachers and other staff on the latest instructional strategies and methodologies which research has shown to be effective
3. Offer staff development to teachers and other staff on how to develop better parent-teacher relationships and better communication
4. Offer high-quality high interest supplementary materials-particularly in the areas of cultural and gender equity
5. Offer staff development to teachers and other staff on how to establish/Improve a positive learning environment
6. Inform parents and students of the purpose and meaning of content standards, student performance standards, and the instruction the school will provide to enable students to achieve mastery
7. Provide opportunities for parents to volunteer and/or observe in the classroom

Parent Obligation: in recognition that it is the responsibility of parents to support their children's learning, the parents of students attending Ac2E Middle School have agreed to:

1. Maximize their child's attendance rate
2. Ensure that their child devote sufficient time to complete their homework assignments on time
3. Assign a reading time for their child to read an extra hour per day on "pleasure reading" in order to foster love of reading
4. Monitor and control television viewing and gaming playing by their child
5. Teach their child to respect adults
6. Read at home to model reading and to increase their own knowledge
7. Create a "home library" and increase the family's utilization of the public library
8. Tell family history stories to their child
9. Volunteer and attend parent/teacher conferences, district parent conferences, and parenting session whenever possible

Students Obligation: In recognition that the students have the ultimate responsibility (privilege) of learning, the students of Ac2E Middle School agree to:

1. Come to school on time every day
2. Come prepared to every class with required materials
3. Take their homework assignments home, complete them and return them to the teacher on time
4. Respect self and others
5. Take pride in their school and in their work
6. Pay attention in class and do their best work
7. Encourage their peers to seek help if needed with their school work or personal problems
8. Watch educational television and limit the amount of time spend playing video games
9. Spend on the average, an extra hour per day on “pleasure reading”

Teacher Qualifications

- Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher
- Parents must follow the school procedure to request this information
- Check with your school office or district office to make this request

ALL Teachers at Ac2E MS are Highly Qualified.

Annual Evaluation

- The content and effectiveness of the parental involvement policy and program must be evaluated annually
- Identify barriers to participation in parental involvement
- Data and input might include...
 - Parent questionnaires and surveys
 - Focus groups
 - Parent advisory committee input

Report finding of parents and families and use those results to revise the parental involvement policy and school-parent compact

Who Do I Contact?

- Monique P. Villarreal, Principal
- Belinda N. Pena, Asst. Principal
- Azalea Villarreal, Counselor
- Alyssa Zarate, Nurse
- Patsy Ramirez, Food Service Director
- Juan Garcia, Transportation Director

- Ac2E Middle School Contact Information:
 - Phone Number: 956-352-6324
 - Fax Number: 956-352-6363

Questions