

Title I Annual Parent Meeting

Breaux Bridge Elementary School
Andria Navarre, Principal
Friday, December 4, 2020



Agenda

- ❑ Welcome and Introductions
- ❑ ESSA
- ❑ What is Title I?
- ❑ Title I Funds
- ❑ Parent's Right to Know
- ❑ Standards, Curriculum, Instruction and Assessment
- ❑ School Improvement Plan (SIP)
- ❑ School Achievement and Performance Data
- ❑ Parent and Family Engagement Plan
- ❑ School-Parent Compact
- ❑ Family Engagement

What is the “Every Child Succeeds Act (ESSA)?”

Education act signed into law in 2015. Key parts include:

- ❑ Accountability requirements for states and schools
- ❑ Statewide education goals and a plan to reach them
- ❑ Improved instructional quality
- ❑ Safe and drug free schools
- ❑ Accommodations for students with disabilities

Title I Programs Provide Supplemental Support

- ❑ Additional paraprofessionals
- ❑ Additional training for school staff
- ❑ Family Engagement Activities
- ❑ A variety of supplemental teaching methods and materials
- ❑ iReady
- ❑ RTI Tutors

Title I Funds

- ❑ BBE is provided \$ 35,500 to pay for supplemental services and programs for our students this year.
- ❑ \$ 1,416 of this amount is allocated to the school to implement family engagement activities and the Remind App.

Who decides how funds are used?

Every school has a School Advisory Council (SAC) composed of:

- ❑ Parents, Teachers, Other staff members, school administration
- ❑ SAC provides input on how to use Title I funds.



Parent's Right to Know

BBE will provide parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teacher, including:

- ☐ State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ☐ Teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- ☐ Teaching in the field of discipline in which the teacher is certified.
- ☐ Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parent's Right to Know continued

Parents may also request:

- ❑ Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part in ESSA.
- ❑ Timely notice that the student has been assigned, or has been taught for four more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

School's Curriculum

- ❑ The Louisiana Department of Education Standards form the framework of everything taught at school.
- ❑ **Curriculum:**
 - ❑ English Language Art-Guidebook
 - ❑ Mathematics-Eureka
 - ❑ Writing
 - ❑ Science-PhD Science
 - ❑ Social Studies-State Scope and Sequence



Measuring Student Success

- ❑ Leap 2025
- ❑ Guidebook
- ❑ Eureka
- ❑ Interim Assessments
- ❑ iReady
- ❑ Leap 360
- ❑ Dibels

School Wide Improvement Plan (SWIP)

BBE's SWIP 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 schools parent and family engagement plan
- ☐ Title I parents have the right to be involved in the development of the SWIP

School Wide Improvement Plan (SWIP)

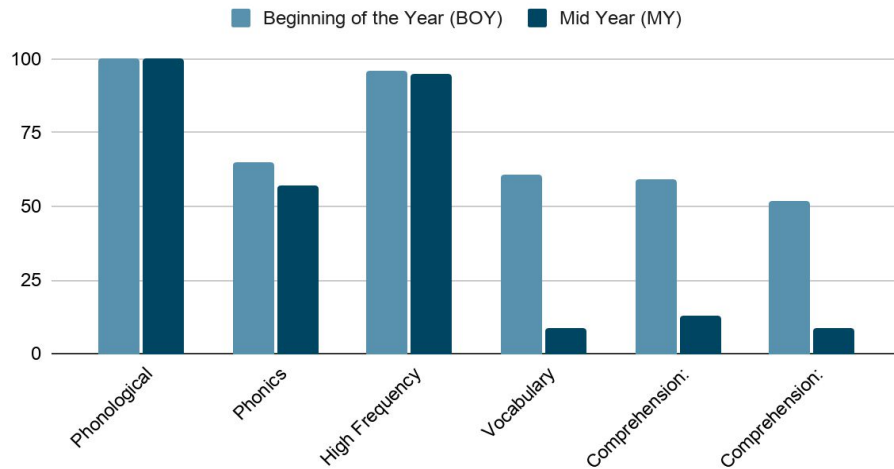
BBE's SIP Goals:

- Students per grade will demonstrate a 10% increase in the overall Math proficiency of Tier 1 on the iReady from the beginning of the year diagnostic assessment (diagnostic 1) to the mid year/end of the year diagnostic assessment (diagnostic 2);
- At least 50% of students will demonstrate meeting the overall projected annual growth target percentage per grade in the areas of Reading and Math, using iReady's suggested percentage;
- Students with disabilities (SPED) will show at least a 10% growth increase in the overall Reading and Math proficiency of Tier 1, using the iReady beginning of the year diagnostic assessment (diagnostic 1) and the mid year/end of year diagnostic assessment (diagnostic 2).



2019-2020 Overall iReady Reading Proficiency (Subgroups)

Points scored

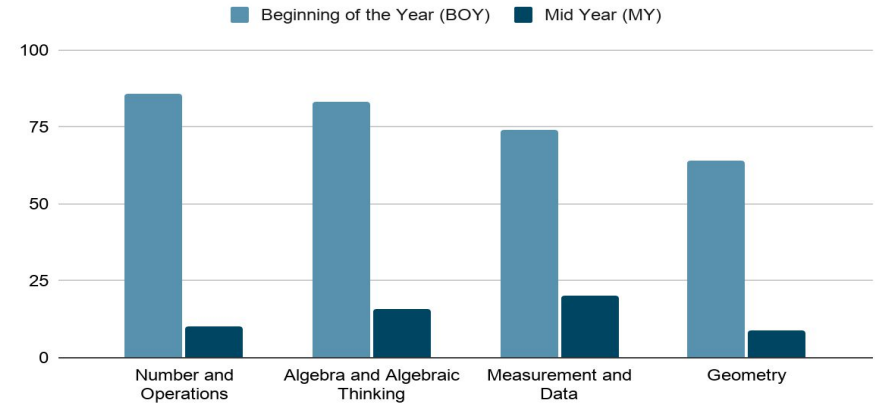


Current 4th and 5th grade students showed relative comparisons in Reading domains- Phonological Awareness and High Frequency Words on the iReady beginning of the year (BOY) diagnostic assessment and the mid year diagnostic assessment.

Current 5th grade students showed relative comparisons in their proficiency of the Math domain- Number and Operations for two consecutive school years; Number and Operations was the domain with the highest proficiency for the current 5th graders per assessment.

2019-2020 Overall iReady Math Proficiency (Subgroups)

Points scored



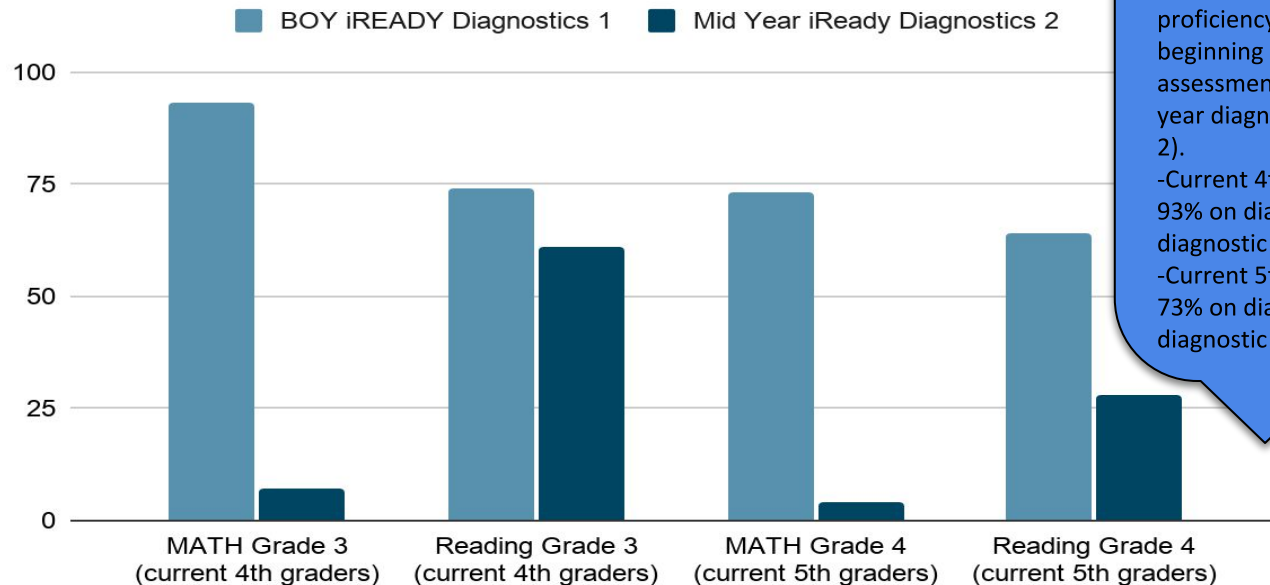
The average of the two domains per grade are as follows:

- **Current 4th grade students** scored 100% on diagnostic 1 and scored 100% on diagnostic 2 for the Phonological Awareness domain; **4th grade students** scored 97% on diagnostic 1 and scored 96% on diagnostic 2 for the High Frequency Words domain.
- **Current 5th grade students** scored 100% on diagnostic 1 and scored 100% on diagnostic 2 for the Phonological Awareness domain; **5th grade students** scored 97% on diagnostic 1 and scored 97% on diagnostic 2 for the High Frequency Words domain.

- iReady Number and Operations beginning of the year (BOY) diagnostic assessment proficiency was 86% (highest proficiency per domain/per grade)
- iReady Number and Operations mid year diagnostic assessment proficiency was 53% (highest proficiency per domain/per grade)
- Number and Operations on the LEAP 2025 (2018) assessment proficiency gained was 40% (highest domain/highest gain) (current 5th graders were 3rd graders then)

2019-2020 Reading and Math Tier 1 iReady Proficiency

Points scored



-Current 4th and 5th grade students showed a decrease in the overall Math proficiency of Tier 1 on the iReady beginning of the year diagnostic assessment (diagnostic 1) to the mid year diagnostic assessment (diagnostic 2).
 -Current 4th grade students scored 93% on diagnostic 1 and scored 7% on diagnostic 2
 -Current 5th grade students scored 73% on diagnostic 1 and scored 4% on diagnostic 2

Changes from the Beginning of the Year to Mid Year

Grade 3 Achievement (Current 4th graders)

- Current 4th grade Students with disabilities (SPED) scored 50% proficient in Tier 1 on Reading and 24% proficient in Tier 1 on Math per diagnostic 1; Current 4th grade Students with disabilities (SPED) scored 0% proficient in Tier 1 on Reading and 0% proficient in Tier 1 on Math per diagnostic 2

Math

-86

Reading

-61

Grade 4 Achievement (Current 5th graders)

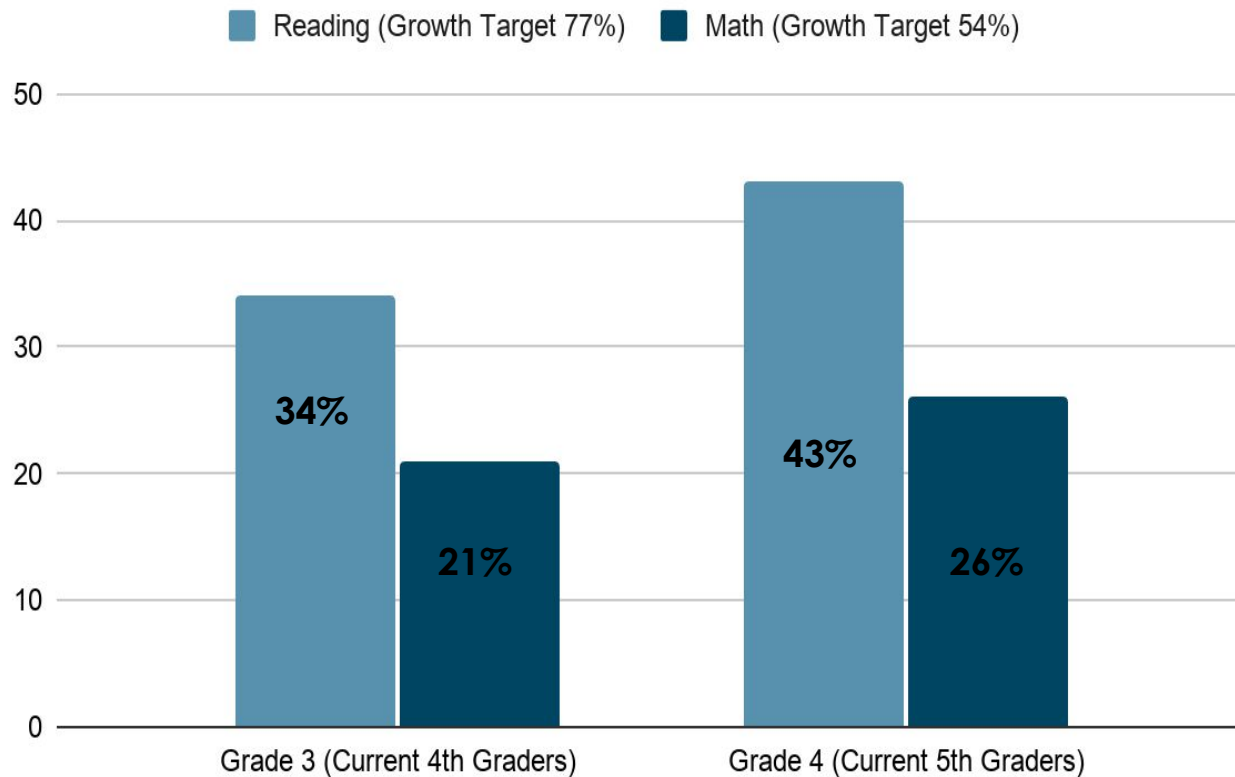
- Current 5th grade Students with disabilities (SPED) scored 75% proficient in Tier 1 on Reading and 74% proficient in Tier 1 on Math per diagnostic 1; Current 5th grade Students with disabilities (SPED) scored 0% proficient in Tier 1 on Reading and 0% proficient in Tier 1 on Math per diagnostic 2

-69

-28

2019–2020 Mid Year Growth Targets

Points scored



Current 4th and 5th grade students did not meet the school's overall projected annual growth target percentage per grade in the areas of Reading iReady nor Math iReady; The bar graph indicates the percentage of students that did in fact meet the projected growth target

School Report Card

Louisiana Department of Education provides parents and the community with important information about each public school.

- ☐ Demographic data;
- ☐ School safety and climate for learning information;
- ☐ Academic data;
- ☐ Graduation rates;
- ☐ Class sizes;
- ☐ Teacher and staff information;
- ☐ Curriculum and instruction descriptions; and
- ☐ Postsecondary preparation information
- ☐ School Report Card

Available at the school office or online at:

<https://www.louisianabelieves.com/>



Family Engagement

Title I law requires that all Title I schools and families work together.

How we work together is listed in our:

- ☐ School Level Parent and Family Engagement Policy
- ☐ Parent-School Compact
- ☐ School Wide Improvement Plan (SWIP)

We will also have Family Engagement events and meetings throughout the year.

School-Parent Compact

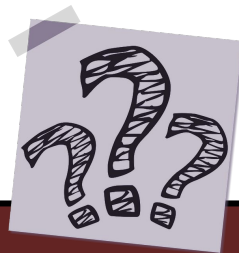
- ❑ Each Title I school must have a School-Parent Compact that is written by parents and school personnel
- ❑ The compact sets out the responsibilities of the students, parents, and school staff in striving to raise student achievement
- ❑ The compact is to be reviewed and signed each year by stakeholders

Parent and Family Engagement Plan Requirements (cont.)

Provides parents of Title I students with timely information about Title I programs.

- ☐ Notices
- ☐ Newsletters
- ☐ Website
- ☐ Social Media
- ☐ Remind

What works for you?



Your involvement is Key to your child's success!

- ❑ You are your child's first teacher.
- ❑ You have the ability to influence your child's education more than any teacher or school.
- ❑ **You know your child best:**
 - ❑ Share information about your child's interests and abilities with teachers; and
 - ❑ Ask to see progress reports on your child and the school.



Support Your Child's Education

- ☐ Share a love of learning
- ☐ Read to your child
- ☐ Ask your child to read to you
- ☐ Limit TV time
- ☐ Take advantage of the public library and the school media center
- ☐ Show interest in your child's school day
- ☐ Ask questions
- ☐ Ask to see homework
- ☐ Praise their efforts
- ☐ Encourage good study habits



Get to Know Your School & Communicate with the Teachers

- ☐ Attend school events
- ☐ Visit the classroom
- ☐ Volunteer at the school
- ☐ Join parents' organizations
- ☐ Keep teachers informed
- ☐ Attend special parent trainings
- ☐ Attend parent-teacher conferences
- ☐ View our virtual events online
- ☐ Be prepared for the meetings
- ☐ Consider whether you have met your responsibilities as stated in the parent-school compact
- ☐ List your questions before the meeting





Thank you!



Questions?

