

# Annual Title I Parent Meeting

Pleasant Ridge Elementary  
September 17, 2024 (In-person)  
September 19, 2024 (Virtual)  
5:30 PM

# Welcome...

## Agenda:

- Title I Program Overview
- Our Title I Plan for 2024-2025
- Family Engagement
- Questions and Closing

# Title I Program Overview

- Title I is a federally funded program.
- It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind to meet our state's standards.
- Schools qualify for Title I funds based on the school's percentage of free lunch recipients.

# Title I Program Overview

Our school participates in a Title I Schoolwide Program.

- Schoolwide programs have flexibility in using their Title I funds in order to enhance instruction.
- Schoolwide programs must conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual review of the effectiveness of the program.

# Our Title I Plan for 2024-2025

Our School's Title I Plan for 2024-2025 consists of the following:

- Instructional Support
  - Content Teachers
  - PLC development
  - Engaging & rigorous instruction in all subject areas
  - Teacher Assistants/Tutors to assist with small group instruction and differentiation
- Professional Development
  - Trauma-informed practices,
  - Culturally relevant pedagogy
  - SEL/PBIS/MTSS
- Family/Community Support

# Parent and Family Engagement

Our school Family Engagement allotment

- \$ 6,570

We use this money for:

- Supplies for family literacy and math nights
- Supplies for our parent involvement space

# Parent and Family Engagement

The law states that caregivers in Title I schools have the right to:

- be a part of developing the school family engagement plan and policy.
- be involved in the planning, implementation and evaluation of the family engagement program in their school.
- receive materials and training to foster greater family engagement.

# Parent and Family Engagement

The law states that caregivers in Title I schools have the right to:

- jointly develop, with school staff, a school-parent learning compact.



# Parent and Family Engagement

The law states that caregivers in Title I schools have the right to:

- know the qualifications of their child's teacher and paraprofessional
- If a child is being taught by someone who does not meet the state licensure and certification qualifications and will be in that position for 4 or more weeks, parents will be notified.

# Parent and Family Engagement

The district and school level family engagement policies are available to you in your school packet received at the beginning of the year and on our school website. Please provide us with your feedback on these policies. Your thoughts are valuable to us.

# Further Information

For further information on Title I visit the following websites or contact the Federal Programs Director, Dr. Cynthia Reynolds at [cdreynolds@gaston.k12.nc.us](mailto:cdreynolds@gaston.k12.nc.us)

- <http://www.gaston.k12.nc.us/parents/Pages/TitleI.aspx>
- <http://www.ncpublicschools.org/federalprograms/titleI/>



# Grading should be...

- ◇ Fair
- ◇ Consistent
- ◇ Support student learning
- ◇ Promote communication between teachers/students/families



# Why We Grade/Evaluate Progress

- ◇ to communicate the student's progress towards the achievement of the NC Learning Standards
- ◇ to identify the academic strengths and needs of each student to inform instruction
- ◇ to promote student self-reflection and engagement in the learning process
- ◇ to strengthen the home-school partnership

# Standards Based Grading VS Traditional Grading

## Traditional Grading

B+



## Standards-Based Grading

Engine	Great!
Battery	Great!
Transmission	Great!
Brakes	Needs Attention
Tires	Okay



# What is a learning standard?

- ◇ The *North Carolina Standard Course of Study* (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina.
- ◇ These standards define what students are expected to know and be able to do by the end of each school year or course.



North Carolina Department of  
**PUBLIC INSTRUCTION**

# Measuring Progress of a Learning Standard

## STANDARDS-BASED LEARNING PROGRESSION

1

### Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

### Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

### Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4

### Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



## Academic Standards

NE	Not evaluated at this time
4	Exceeds requirements for grade level work.
3.5	Meets requirements for level 3 and partially meets requirements for level 4.
3	Meets requirements for grade level work.
2.5	Meets requirements for level 2 and partially meets requirements for level 3.
2	Approaching requirements for grade level work.
1.5	With teacher support, partially meets requirements for level 2.
1	Not yet meets requirements for grade level work.



# Tracking Student Progress & Schoology

The image displays a screenshot of the Schoology website interface. At the top, the Schoology logo is on the left, and 'SIGN UP' and 'LOGIN' buttons are on the right. Below the logo, there are links for 'LEARN MORE' and 'SCHOOL / DISTRICT'. A 'Sign Up' modal window is open in the center, featuring an 'Access Code' input field, a note 'Provided by your child's instructor', and a 'Continue' button. To the right of the main content area, there is a vertical sidebar with icons for a heart, a clock, a stack of books, and a magnifying glass. The main content area includes the heading 'Learn. To' and the text 'Schoology is the ultimate way to manage lessons, engage students, share content, and connect with other educators.' Below this is a 'SIGN UP It's Free!' button. The bottom section of the screenshot shows a video player with a play button, a progress bar at 00:16, and a 'Watch the video' button. A testimonial quote is visible on the right side of the video player area.

Schoology

SIGN UP LOGIN

LEARN MORE SCHOOL / DISTRICT

Sign Up

Access Code:

Provided by your child's instructor

Continue

Learn. To

Schoology is the ultimate way to manage lessons, engage students, share content, and connect with other educators.

SIGN UP It's Free!

Watch the video

00:16

Schoology is an amazing product which I believe is a game changer for education. It is remarkably intuitive... Our students and teachers love it."

Dave Eisenmann - Director of Instructional Technology & Media Services - Minnetonka Public Schools

# Sample Standards Based Report Card

Attendance	W1	W2	W3	W4
Days Tardy				
Days Absent				

Behavior Standards		Academic Standards	
M	Most of the Time	NE	Not evaluated at this time
P	Progressing	4	Exceeds requirements for grade level work.
E	Emerging	3.5	Meets requirements for level 3 and partially meets requirements for level 4.
		3	Meets requirements for grade level work.
		2.5	Meets requirements for level 2 and partially meets requirements for level 3.
		2	Approaching requirements for grade level work.
		1.5	With teacher support, partially meets requirements for level 2.
		1	Not yet meets requirements for grade level work.

<p>Listens to adults.</p> <p>Exhibits appropriate safe behaviors.</p> <p>Demonstrates self-control.</p> <p>Follows classroom routines and procedures.</p>									
<b>Mathematics</b>									
<p>Shows and solves addition and subtraction word problems, within 100, using words, pictures, and equations.</p> <p>Uses addition to find the total number of objects arranged in an array (5 by 5); and writes an equation to show repeated addition.</p> <p>Understands that the digits in a three-digit number show the amounts of hundreds, tens, and ones.</p> <p>Compares two three-digit numbers based on the value of the hundreds, tens and ones digits using the &gt;, &lt;, and = symbols.</p> <p>Shows fluency with addition and subtraction, within 100, using place value strategies.</p> <p>Adds and subtracts numbers, within 1,000, using multiple strategies.</p> <p>Measures and estimates length with standard units.</p> <p>Solves addition and subtraction word problems, within 100, involving length.</p> <p>Shows addition and subtraction problems within 100 on a number line.</p> <p>Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>Solves word problems involving quarters, dimes, nickels, and pennies within 99¢, using ¢ and \$ symbols appropriately.</p> <p>Sorts, shows, and makes sense of data on a picture graph and bar graph (with up to four categories); and solves word problems using data from graphs.</p> <p>Identifies and draws two-dimensional shapes; and recognizes and describes three-dimensional shapes.</p> <p>Partitions circles and rectangles into two, three, or four equal parts.</p>									
<b>ELA</b>									
<p>Asks and answers questions about who, what, when, where, why, and how to show understanding of a fictional text.</p> <p>Recounts fictional stories, including fables and folktales from many different cultures. Determines the central messages, morals, or lessons of the stories.</p> <p>Explains how characters react and respond to the important events or challenges in the story.</p> <p>Explains how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.</p> <p>Asks and answers questions about who, what, when, where, why, and how to show an understanding of important details in an informational text.</p> <p>Identifies the main topic of an informational text with multiple paragraphs. States the main focus of each paragraph in the text.</p> <p>Describes specific connections shown within informational texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure.</p> <p>Determines the meaning of words and phrases in an informational text, based on a grade 2 topic or subject area.</p> <p>Knows and uses various text features to locate key facts or information in an informational text efficiently.</p> <p>Identifies ideas an author is providing in an informational text. Names points in the text the author uses to develop or clarify those ideas.</p> <p><b>Handwriting:</b> Prints all upper and lowercase letters legibly and proportionally.</p> <p><b>Phonics and Word Recognition:</b> Knows and applies grade-level phonics and word recognition skills.</p> <p><b>Fluency:</b> Reads grade-level texts with accuracy, proper speed, and meaningful expression to support comprehension.</p> <p>Uses the writing process to produce an opinion text.</p> <p>Uses the writing process to produce an informational text.</p> <p>Uses the writing process to produce a narrative text.</p>									
<b>Science</b>									
<p>Understands the relationship between sound and vibrating objects.</p> <p>Recognizes solids and liquids and the changes they undergo.</p> <p>Summarizes weather conditions and how weather can be predicted.</p> <p>Understands animal life cycles and compares life cycles of different animals.</p>									

# Grading Guidelines

## Gaston County Schools Grading Guidelines Grades K-12

### General Guidelines

**Purpose:** To provide direction to all teachers in expected grading practices

#### Expectations:

- Grading practices shall be reviewed annually by the principal and School Improvement Team.
- Academic grades shall be a content-based measure of what students can demonstrate.
- Grading shall provide appropriate and accurate feedback to the students and parents.
- Grades shall reflect performance that is consistent with demonstrated achievement of the goals of the North Carolina Standard Course of Study.

### Guiding Documentation

**Purpose:** Written documentation of how a grade is derived is essential for communicating with parents.

#### Expectations:

Elementary (K-3)	Elementary (4-5)	Middle (6-8)	High (9-12)
<ul style="list-style-type: none"> <li>• Each grade level within a school shall be responsible for providing a written document to parents explaining the grading guidelines and how parents can be given access through Schoology.</li> <li>• Each grade-level document must be reviewed by the principal and approved by the School Improvement Team.</li> <li>• Upon approval, the grade-level document shall be shared with parents within the first two weeks of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Each grade level within a school shall be responsible for providing a written document to parents explaining their grading guidelines.</li> <li>• Each grade-level document must be approved by the principal.</li> <li>• Upon approval, the grade-level document shall be sent home and signed by parents within the first two weeks of school.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are required to have a course outline for each course taught.</li> <li>• The course outline must be approved annually by the administration.</li> <li>• The course outline must be communicated annually to students and parents via the website and/or handout.</li> <li>• The course outline must include the breakdown of the grading plan to include percentages or points.</li> <li>• The course outline must include a list of classroom procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers shall be required to give the Principal or his designee and students a course syllabus that contains at least the course title, course description, general curriculum topics to be covered, materials, and grading practices which may include an example of a calculated student grade, classroom procedures including behavior management, teacher contact information. Course syllabi must be distributed to all students within the first week of the semester or student enrollment. Principals shall review</li> </ul>

# Questions



# NC ELI

## NC Early Learning Inventory Process: Kindergarten

# Is Your Child Ready for Kindergarten?

## Are You? Tips From a Teacher.



# Kindergarten Formative Assessment Process

In kindergarten, teachers begin to collect information about children to guide teaching and learning.

The information collected during the first sixty days of kindergarten creates a *Child Profile*, capturing a snapshot of each child.

Teachers use the information collected during the first sixty days, as well as throughout the school year, to guide personalized instruction to meet the individual needs of each child.



# What happens in the classroom?



- Through observations, work samples, and questioning, Kindergarten teachers will collect information that shows children's knowledge and skills in a variety of areas.
- They will use this information to guide their instruction.



# What is the role of families?

Because families are a valuable source of information, your child's teacher will ask for your help to gather and share information that informs their instruction.

- Academic Interests outside of school
- Personal interests outside of school – sports, arts, friendships
  - Approaches to learning
  - Emotional Characteristics

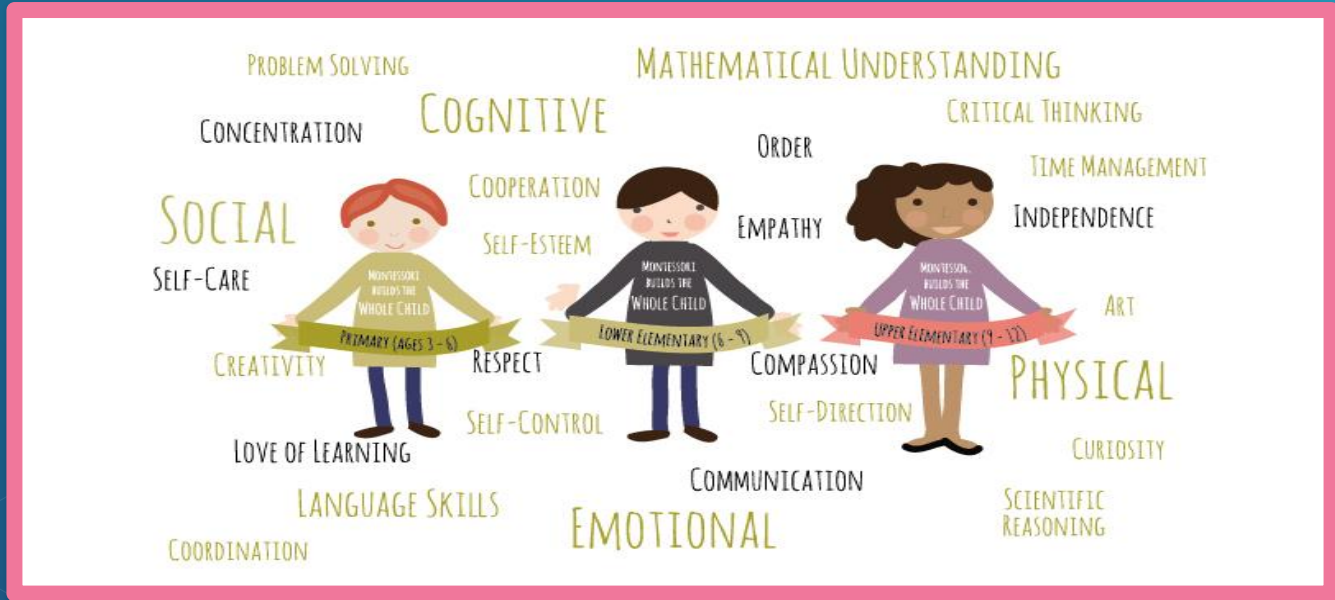


# Why is formative assessment important?



- In NC, approximately 120,000 children enter Kindergarten each year with various experiences, knowledge, and skills.
- Kindergarten teachers will use the information they gather to plan their instruction to ensure that each child reaches his or her potential.

# Whole Child



# What is observed?

<u>Domains of Development</u>	<u>16 Developmental Progressions</u>
Language Development	Tells about another time or place Follows directions
Literacy Development	Notices and discriminates rhyme Notices and discriminates alliteration Uses and appreciates books and other texts Uses print concepts
Mathematics Development	Counts Quantifies Connects numerals with quantities
Cognitive Development	Attends and engages
Physical & Motor Development	Uses fingers and hands
Social & Emotional Development	Manages feelings Follows Limits and Expectations Responds to emotional cues Interacts with peers Solves social problems

# Read to Achieve- 3rd Grade

**Read to Achieve**