



BOOKER T. WASHINGTON HIGH SCHOOL ANNUAL TITLE I PLANNING MEETING

June 8, 2017

Agenda

- Welcome
- What is Title I?
- Consolidation of Funds
- Parents Rights
- Teacher and Paraprofessional Qualifications
- Highly Qualified/Non Highly Qualified Teachers
- Review of Parental Involvement Policy & School/Parent Compacts
- School Status & School Improvement Status
- Parents as Academic Partners
- Overview of Title I Budget & Expenditures
- Parents as Academic Partners
- Q & A
- Closing Remarks

Intent of Title I Programs

- The intent of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.
- Title I provides funds to improve achievement of the lowest-achieving students – those who are failing, or are most at-risk of failing, to meet State academic achievement standards – enrolled in high-poverty schools.

Title I FY18 Preliminary Allocations

Schools with poverty levels at 40% and above received allocations based on the Title I projected allocation and the October 2016 FTE.

Example of How Title I Allocations are Distributed

Rank Order	School	Community Eligibility Provision School (Y/N)	Total Enrollment Minus Pre-K	Economically Disadvantaged Students Minus Pre-K	Number Used to Determine % of Meals Paid by USDA	% of Economically Disadvantaged Students	FY18 Per Pupil Allocation (PPA)	FY18 Allocation
1	Apple	Y	384	279	384	100.00%	500	\$192,222.00
2	Pear	Y	502	377	502	100.00%	500	\$251,000.00
3	Banana	Y	838	521	834	99.47%	500	\$417,000.00
4	Peach	Y	447	246	394	88.05%	450	\$177,300.00
5	Grape	N	298	234	234	78.52%	450	\$105,300.00
6	Orange	N	634	431	431	67.98%	400	\$172,400.00

Schools are listed in rank order according to % of economically disadvantaged students.

Information obtained from the October FTE count for the previous year
(For FY18 the October 2016 FTE count is used)

For non CEP schools, divide number for % of meals paid by USDA by number of economically disadvantaged students by total enrollment minus Pre-K.

For CEP schools, multiply the number economically disadvantaged students by 1.6 and divide by number of meals paid by USDA. (This number cannot exceed 100%)

A PPA is determined for each school. The PPA amount drops when there are breaks in the school groupings.

The PPA is multiplied by the number of students used to determine % of meals paid by USDA.

Consolidation of Funds

Why participate?

- **Flexibility**
 - Once funds are consolidated, the federal funds lose their identity as federal funds, and expenditures of those funds are no longer limited to the federal requirements for the individual programs.
- **Allowability**
 - A schoolwide program that consolidates federal program funds is not required to meet most statutory or regulatory requirements of the program applicable at the school level, but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met.
- **Time and Effort**
 - A schoolwide school that consolidates federal, state, and local funds is not required to keep any time and effort documentation on employees paid out of the consolidated pool of funds, unless otherwise required by the state and local district.

FY18 Title I Allocation Notification

School	Fund 150 Allocation Title I	Fund 150 Allocation Title II	Fund 402 Allocation	Total Allocation
Washington HS	\$441,770	\$1,000	\$28,580	\$471,350

Fund 150 is a new consolidated fund that allows federal funds to be spent like general funds. These funds lose their identify.

To consolidate funds two or more federal program funds must be combined; therefore, each Title I school will receive \$1,000 in Title II funds.

Fund 402 is the Title I accounts that your funds have been in historically. The same Title I processes and procedures will be followed to expend these funds.

Supplement, Not Supplant

Title I funds are used to supplement, not supplant, non-Federal funds that would otherwise be available for the education of pupils participating in programs assisted under Title I, Part A.

Parent Rights

As a Title I school, we must meet federal regulations related to teacher qualifications as defined by ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching;
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived;
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Teacher & Paraprofessional Qualifications

- A "highly qualified teacher" is a teacher with a bachelor's degree, who has demonstrated competence in subject knowledge and teaching skills and possesses full certification.
- Paraprofessionals must complete at least two years of study at an institution of higher education and obtain an associate's (or higher) degree, or meet a rigorous standard of quality and can demonstrate academic skills and knowledge on a state competency assessment.

Parent Involvement Policy & School/Parent Compact

These two documents lay out what we need you as the parent to do to be involved in your child's education and what we will all do as stakeholders to ensure every child's success at Washington High School.

School Improvement Status

Washington High School is not on the Georgia Department of Education Focus or Priority List.

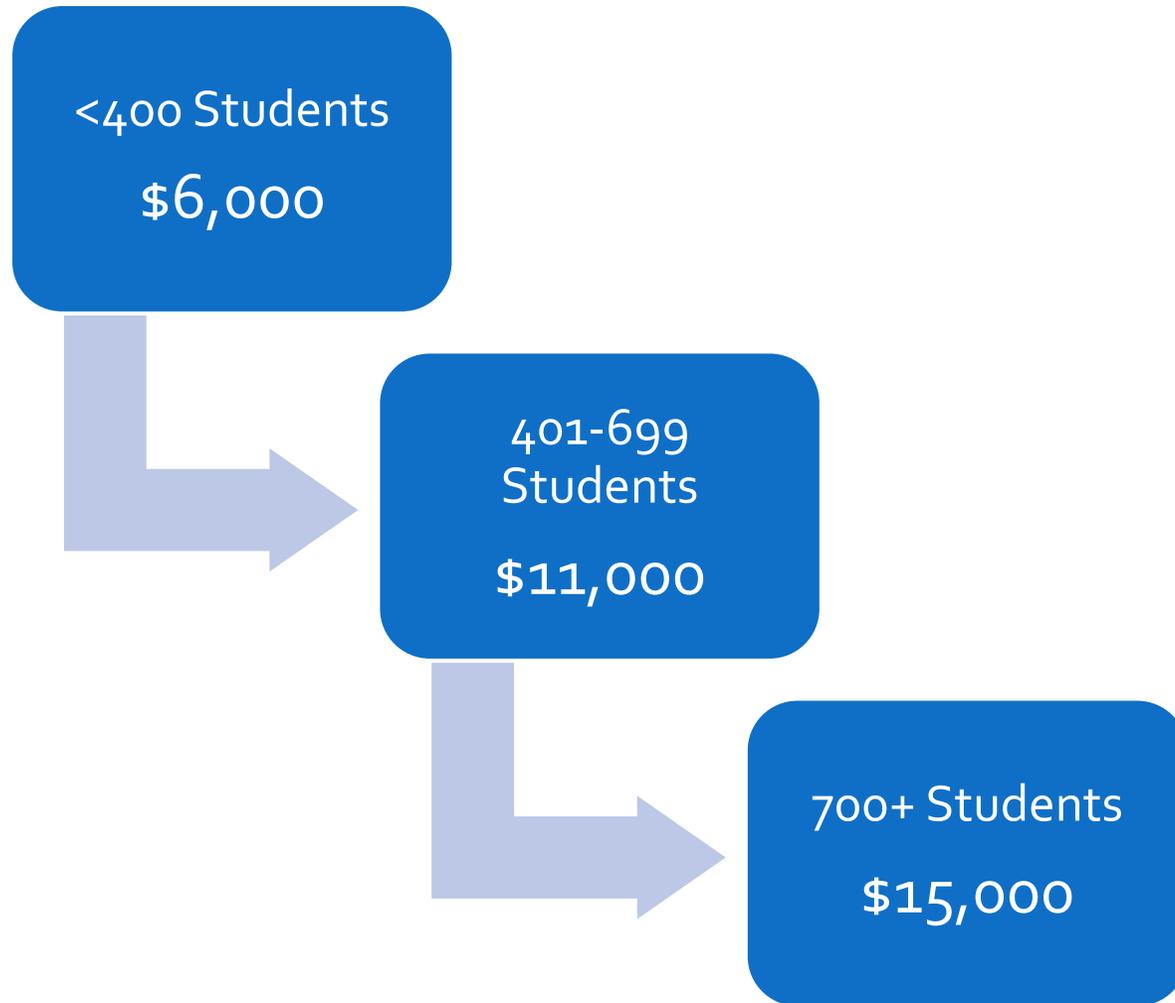
Title I Expenditures

All expenditures made using Title I funds must be reasonable and allowable.

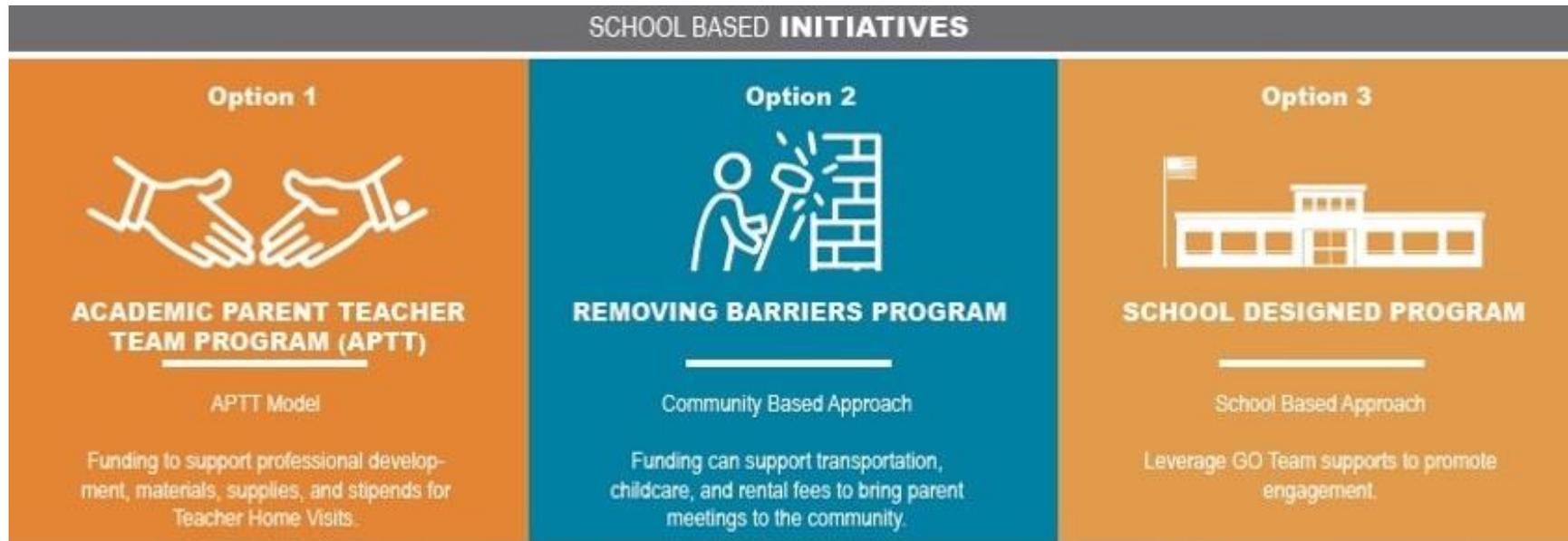
The components of the Title I budget include:

1. Instruction
2. Pupil Services
3. Improvement of Instructional Services
4. Student Transportation

Family Engagement Title I Allotments



Family Engagement Choice



Option 1:

Academic Parent Teacher Teams

- Typically used in elementary schools
- Strengthens teacher-family relationships by focusing on student academic growth and achievement.
- Elevates the efforts of traditional parent-teacher conferences by inviting all families of the same classroom teacher to meet together rather than individually for 75 minutes, three times per year.
 - A 75-minute APTT meeting includes the following:
 - Team-building activity to build a rapport with and among parents and the classroom teacher
 - Foundational grade-level skills that students must master by the end of the school year
 - An anonymous graph of every child's status on the skill
 - Teacher modeling the activities that are targeted to improve the skill
 - Parents practicing the activities together in order to use them with their child at home
- An individualized 60-day goal for their child on the skill
- Practice activities to take home.

Option 2: Removing Barriers Program

- Community based/partnership approach to meet families' core needs while promoting the academic wellbeing of the student.
- Facilitation of community based parent-teacher interactions to include apartment complexes, community centers, and places of faith. Funding can be used on room rentals.
- Transportation Supports in ensuring that families have a means to participate in parent, teacher, or school collaborations.
- Teacher Home Visiting program is a model used to build trust through collaboration. (This can also be used with Choice I, APTT.)

Option 3: School Designed Program

- School-based with the hopes of utilizing GO Teams as ambassadors to draw other parents through personal stories and experiences.
- Current unique program models that are working as they are uniquely crafted to address the needs of the students, families, and community.
- Creation of a family engagement team (social worker, parent liaison, teachers, and building administrator) that meets monthly to strategize on events to increase parent-school connections.

Teacher Home Visiting Program

- Two home visits per year
- Visit 1 –
 - Build trust
 - Establish rapport with family
 - Learn family's expectations for child(ren)
 - Discuss academic expectations
- Visit 2 –
 - Discuss student data
 - Revisit academic expectations
- Compliments all Family Engagement School Based Choice
- \$30 per visit to be paid via Title I Family Engagement allotment
 - Paid through timesheets submitted to Title I on a monthly basis
- Conducted with two parties – can make use of instructional coaches and other staff who will compliment the work and not require the stipend.

Allotment Allowables

(If addressed in School Level Improvement Plan with outlined procedures.)

- Parent Liaisons
- Teacher Home Visiting Stipends
- Parent Workshops
- Transportation to include MARTA Breeze cards
- Child Care supports during engagement activities
- Educational board games
- Learning interactive handheld games
- Book bags stuffed with parent guidance and academic support items for a **specific** parenting program.
- Shelving (to store parenting resources, pamphlets, educational board games, and lending libraries of leveled texts for parents to use with their students at home.)
- Marketing material (for flyers, brochures, invitations, etc. to announce an upcoming event.)

Q&A



Items for Consideration

Please take time to complete the Title I Planning Meeting Parent Input form. Your input is greatly appreciated!

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