

2021 - 2022 Title I Annual Meeting Agenda

Introduction

- Mrs. Taylor Brase – Title I Teacher
- Bachelor's degree in Inclusive Early Childhood - birth-3rd grade from UNL and a master's degree in curriculum and instruction from Peru State
- Teaching since 2013 - experience as a classroom teacher in 1st and 2nd grades
- Third year at Kenesaw - second year schoolwide K-6 Title I

Our school is now a Schoolwide Title I School

- Purpose: This program provides financial assistance to our school to help ensure that all children meet our challenging state academic standards. Kenesaw's Title I funding was used to add a full-time Title I teacher. Our funding continues to go towards the annual salary of the Title I teacher.
- My role: I am here to help any student who struggles most specifically in the areas of math and reading.
- Your rights as a parent/guardian: You can request that your student receive this extra help if you are seeing that they are struggling. The best way to do this is to have a discussion with your child's classroom teacher or me about your concerns and then we can go from there! I work closely with the classroom teachers and administration, especially in analyzing the testing data we collect several times a year, to make sure all students are receiving the help they need.
- Schoolwide: Schoolwide Title I means that all students K-6 have access to additional support in Reading and Math based on data, classroom observations, and possible parent request.
- Reading Curriculum: Reading Street Kindergarten through 6th grade. This program was adopted by Kenesaw in 2017. As of the 2021-2022 school year Kindergarten through 2nd grade use Enhanced Core Reading Instruction - ECRI. Both ECRI and Heggerty Phonemic Awareness lessons are used to enhance our Reading Street curriculum.
- Math Curriculum: Bridges math series is used in Kindergarten through 5th grade and Illustrative Math is used in 6th grade. Both of these programs were adopted by Kenesaw in 2020.
- Assessments Used: The following assessments are used to determine the needs of students along with in class performance.
 - MAP - Kindergarten through 6th grade
 - Star - 1st grade through 6th grade
 - Acadience (previous known as DIBELS) - Kindergarten through 6th grade

Discuss handouts

- Parent and Family Engagement Policy
 - What is the policy?
 - We believe that parent and family involvement is extremely important to a student's education. Home is where their education starts.
 - You can request changes to the policy at any time.
- Compact
 - What is the compact?
 - The compact can be found in the handbook.
 - You can request changes to the compact at any time.
 - The compact is a great document to discuss with your child's teacher at P/T Conferences. Sharing it with your child helps them take responsibility for his/her learning.

Thank you

- For listening
- For caring about your child's education
- For reviewing the documents in front of you to help make your students' education a success
- Contact me with any questions or concerns.
- Reach out to me with requests to make changes to the Compact and/or the Parent and Family Engagement Policy

Taylor Brase - K-6 Title I

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School-Parent Compact

Kenesaw Public Schools

School 2021 - 2022 School Year

This Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. At the annual parent-teacher conferences the compact shall be discussed as it relates to the individual child's achievement.

Parent / Caring Adult:

I want my child to achieve; therefore I will encourage him/her by doing the following:

1. Communicate and work with teachers and school staff on an ongoing basis to be involved and support my child's learning.
2. Support your child's learning--volunteer in their classroom; participate, as appropriate, in decisions related to their education, guide positive use of extracurricular time.
3. Make sure my child is at school every day and on time, unless he/she is ill.
4. Provide a quiet place and time to do schoolwork and encourage my child to complete schoolwork.
5. Encourage my child as he/she learns new skills, content, and concepts.
6. Encourage my child to read (and study) at home.

Parent Signature _____

Student:

I know my education is important to me. It is important that I work to the best of my ability. I agree to do the following:

1. Be at school every day and on time unless I am sick.
2. Come to school each day prepared with supplies and an attitude to learn.
3. Be responsible for my own behavior.
4. Respect and cooperate with other students and adults.
5. Return completed school work on time.

Student Signature _____

Teacher/School:

It is important that students achieve. I agree to do the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards.
2. Regularly communicate with parents on their child's progress.
3. Demonstrate professional behavior and positive attitude.
4. Foster a growth mindset.

Teacher Signature _____

Title I Parent and Family Engagement Policy

Kenesaw Public School intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.

In General The written School and District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.