

## **GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM 2015-2016 TITLE I INFORMATION**

### **WHAT IS THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)?**

The Elementary and Secondary Education Act (ESEA) of 1965 is a law that significantly raises expectations for states, school districts and schools. These expectations include:

1. Academics: The ESEA act holds the state, the school district and the individual school accountable for every student's academic success.
2. Highly Qualified Staff: The law also states that teachers and paraprofessionals must be highly qualified in the subjects they teach.
3. Parental Involvement: Additionally, the law has a strong focus on parental notification and involvement.

In March 2015, Georgia applied for a renewal of the ESEA Flexibility Waiver. With this request for a renewal of its flexibility waiver, Georgia remains committed to its goal of increasing the quality of instruction in all subject areas for all students, defining a system that will support continual improvement of student achievement and closing the opportunity gap in access to high-quality instruction and resources for all students.

The Elementary and Secondary Education Act can be found on the U.S. Department of Education website at: <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>.

### **WHAT IS TITLE I?**

Title I is a part of ESEA. This act provides money to public schools with high numbers of children from low-income families. Title I is designed to ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I programs must be focused on improving student achievement and include strategies to support parental involvement. Additionally, ESEA requires school districts to set-aside Title I funds to serve homeless and neglected students who do not attend schools participating in Title I. These services are comparable to services provided to children attending a Title I school.

### **WHAT IS A TITLE I SCHOOL?**

Title I schools are the schools that are given funding from ESEA. Schools are given funding based on the number of children who qualify for free or reduced priced lunch. All schools in the Griffin-Spalding County School System are designated as Title I for the 2015-2016 school year.

### **WHAT ARE TARGETED ASSISTANCE SCHOOLS?**

A targeted assistance school is a school that must use Title I funds to focus on helping the students most at risk of failure on state assessments. Funding is used to help participating children meet state standards and ensure students are taught by highly qualified staff.

### **WHAT ARE SCHOOLWIDE SCHOOLS?**

A schoolwide school is a school in which children from low-income families make up at least 40% of enrollment. In schoolwide programs, Title I funds are used to serve all of the children in the school. The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The core elements of a schoolwide program are (1) needs assessment, (2) plan and (3) evaluation. All schools in the Griffin-Spalding County School System are designated as Title I Schoolwide Schools for the 2015-2016 school year.

### **FLEXIBLE LEARNING PROGRAM (FLP)**

Under Georgia's new ESEA Flexibility Waiver, schools that have been identified as a Focus or Priority School due to having an achievement gap between subgroups are required to develop a school turnaround plan in order to close this achievement gap. Schools identified as a Focus or Priority School will implement a Flexible Learning Program (FLP).

### **ADDITIONAL INFORMATION**

Additional information regarding Title I can be found on the:

1. GA Department of Education website: <http://www.gadoe.org/Pages/Home.aspx>
2. US Department of Education website: <http://www.ed.gov/>

## **PARENT ENGAGEMENT INFORMATION**

### **PARENT ENGAGEMENT**

Parent engagement is the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including and ensuring that:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education and are included, when appropriate, in decision-making as well as being a part of the advisory committees to assist in the education of their child.

### **OPPORTUNITIES FOR PARENTAL ENGAGEMENT**

Some opportunities for parental engagement include parent workshops, parent advisory committees, school council, PTO/PTA, parent volunteers, school planning meetings and parent-teacher conferences.

### **PARENT LIAISONS**

Each school has a parent liaison(s) that coordinates parent activities. For more information, contact your child's school. If you have any comments or suggestions, always feel free to contact your parent liaison. Your liaison will take your feedback to the leadership team of the school and will provide helpful tips to school staff.

### **SCHOOL-PARENT COMPACT**

Every year students, parents and school staff sign a compact or agreement. This compact outlines how parents, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. This compact is revised with parent input at the end of each school year and then distributed to all parents to be signed at the beginning of the next school year.

### **PARENTAL INVOLVEMENT POLICY**

The purpose of the school parental involvement policy is to ensure that strong strategies are in place to build the capacity to involve parents in an effective partnership with the school and share and support high student academic achievement. The school and parents must jointly develop and agree on the policy. It is revised every year to meet the changing needs of parents. Finally, the policy is distributed to parents in multiple ways.

The school district also has a district parental involvement policy. It is revised every year and a copy of this document is also distributed to parents in multiple ways.

### **PARENT SURVEY**

At the beginning and end of the school year, schools distribute a parent questionnaire. The results of this survey are used to review the effectiveness of parent activities. Feedback from these surveys is very important. The school parental involvement policy and school activities are developed from feedback parents give on these surveys.

### **PARENT RESOURCE CENTERS**

There are two parent resource centers available for your use to support you and the education of your children. The goal of all of the parent resource centers is to share the benefits of parental involvement and take advantage of available services that lead to the academic success of children.

#### **• School Parent Resource Centers**

Each Title I school has a parent resource room or area where you can obtain valuable resources on how to support your child's academic efforts in math, science, social studies, reading and English Language Arts.

- Contact: Your school or Parent Liaison
- Hours: School hours

#### **• District Family Resource Center**

The district family resource center has computers available for parent use as well as DVDs, books and audio CDs available for parent checkout. You will also find valuable information on supporting your student academically.

- Location: Room B112, Parent Services Center at 234 E. Taylor Street, Griffin (Old Taylor St. Middle School)
- Contact: Jessica Layfield, 770-229-3710, ext. 363, [jessica.layfield@gscs.org](mailto:jessica.layfield@gscs.org)
- Hours: 7:30 a.m.- 4:30 p.m. or by appointment

## ACADEMIC STANDARDS INFORMATION

### NATIONAL EDUCATION GOALS

The National Education goals are the focus for education reform and describe how educational systems can be measured. Congress approved the goals and they are:

1. School Readiness - all children in America will start school ready to learn.
2. School Completion - high school graduation rate will increase to at least 90 percent.
3. Student Achievement and Citizenship - students will leave grades 4, 8, and 12 having demonstrated competency in academic subjects so they may be prepared for responsible citizenship.
4. Teacher Education and Professional Development - educators will have access to programs for the continued improvement of their professional skills.
5. Mathematics and Science - students will be first in the world in mathematics and science achievement.
6. Adult Literacy and Lifelong Learning - every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
7. Safe, Disciplined and Alcohol and Drug-Free Schools - every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol.
8. Parental Participation - every school will promote partnerships that will increase parental involvement and participation in promoting growth of children.

### GEORGIA STUDENT ASSESSMENTS

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and increase efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide teachers with feedback about instructional practice and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs. The primary assessments include the new Georgia Milestones Assessment System: End of Grade (EOG) in grades 3-8 and End of Course (EOC) grades 9-12. The school system will continue to administer the Georgia Kindergarten Inventory of Developing Skills (GKIDS) in kindergarten, Georgia Alternate Assessment (GAA) in grades 3-8 and 11. Other assessments include Assessing Comprehension and Communication in English State to State (ACCESS) for English Language Learner (ELL) students, National Assessment of Educational Progress (NAEP) and the Student Learning Objectives (SLO) for non-tested grades. Students are also offered opportunities to participate in the Preliminary Scholastic Assessment Test (PSAT), Advanced Placement (AP), Scholastic Assessment Test (SAT) and American College Testing (ACT). In addition to these assessments, the Griffin-Spalding County School System administers district-wide common assessments. Schools also develop their own assessments to indicate student mastery of content.

### CURRICULUM

The Griffin-Spalding County School System will follow the Georgia Standards of Excellence in K-12 English Language Arts and K-8 mathematics. Additional grade and content specific information on the standards that outlines exactly what students are expected to know and be able to do can be found at <https://www.georgiastandards.org/Pages/default.aspx>.

### GEORGIA STANDARDS OF EXCELLENCE

On February 19, 2015, the State Board of Education (SBOE) voted to rename the Georgia Performance Standards (GPS) to the Georgia Standards of Excellence (GSE). The recently revised and SBOE approved English Language Arts (ELA) and Mathematics standards for implementation beginning for the 2015-2016 school year will be called the ELA and Mathematics Georgia Standards of Excellence (GSE).

### ADDITIONAL INFORMATION

Additional information regarding the summary of changes for the GSE Standards can be found at:

- ELA Standards K-12 Summary of Changes Revised for 2015-2016: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ELA/ELA-Standards-K-12-Summary-of-Changes-Revised-for-2015-2016.pdf>
- Mathematics Standards K-8 Summary of Changes Revised for 2015-2016: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Mathematics/MATHEMATICS-Standards-K-8-Summary-of-Changes-Revised-for-2015-2016.pdf>

### COLLEGE AND CAREER READINESS INDEX (CCRPI)

Under the Georgia ESEA Flexibility Waiver, Georgia's new accountability index is the College and Career Readiness Index (CCRPI). Adequate Yearly Progress (AYP) will no longer be used. It is designated to rate school performance. The new reporting method is calculated with appropriate indicators for elementary, middle and high schools, and will yield an in-depth analysis of students' college and career readiness. It will measure the extent to which a school, school district and the state are successfully making progress in a number of key areas, such as content mastery, student attendance and the next level of preparation. Stakeholders will now have a complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not. Beginning in December 2012, every school in the state will receive a numerical index score out

of 100 points called the College and Career Readiness Performance Index (CCRPI) number. A percentage of Title I schools will be identified as Reward, Priority, Focus or Alert Schools. These new school designations provide a deeper understanding of what resources schools need in order to be successful in their efforts to prepare students to be college and career ready.

**REFERENCES:**

Information obtained from the following websites:

**GA DOE Website:** <http://www.gadoe.org/Pages/Home.aspx>

**US DOE Website:** <http://www.ed.gov>