

Title I Annual Meeting

Johnson High School

9/10/2019

7:30am & 4pm-6pm

TM

WHAT IS TITLE I?

- Title I is a Federal grant that provides funds to schools who qualify based on the socio-economic status of its students
- Funds are used to improve the academic achievement of disadvantaged students
- It is part of the Elementary and Secondary Education Act (ESEA) first passed in 1965 and Every Student Succeeds Act (ESSA) passed in 2015
- Title I funds must supplement district funds

HOW WILL OUR SCHOOL SPEND TITLE I MONEY?

- **Instructional Resources:**

Supplemental texts, computer-based programs, technology, teaching materials

- **Parent and Family Engagement:**

Parent meetings, Parent & Family Engagement Center

- **Human Resources:**

Instructional Coaches, Class Size Reduction Teachers, Instructional Paraprofessional

HOW DOES OUR SCHOOL PARTICIPATE IN THE TITLE I PROGRAM?

- Serves all students in the school, but requires special focus for lowest achieving students
- All staff, resources and classes are part of the overall schoolwide program

TITLE I SCHOOL REQUIREMENTS/GOALS

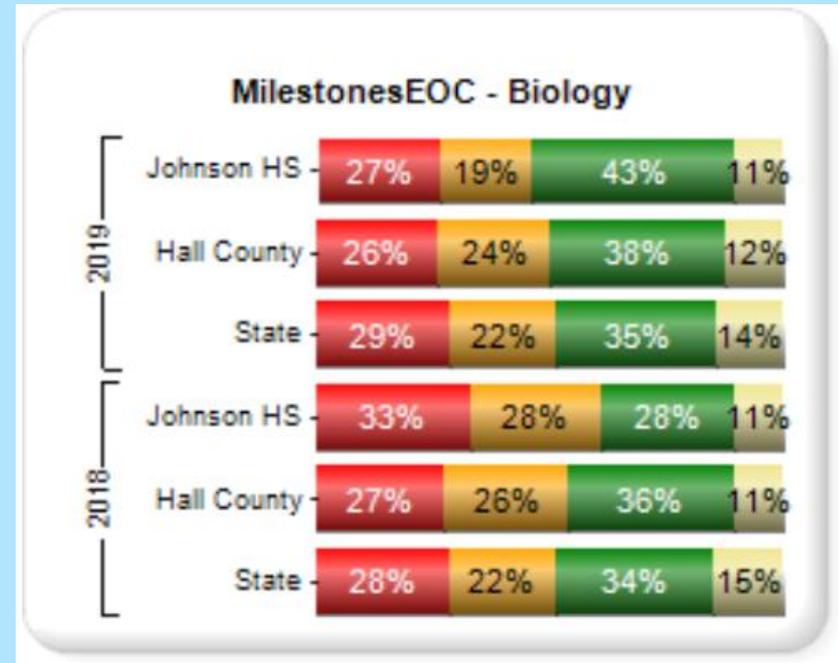
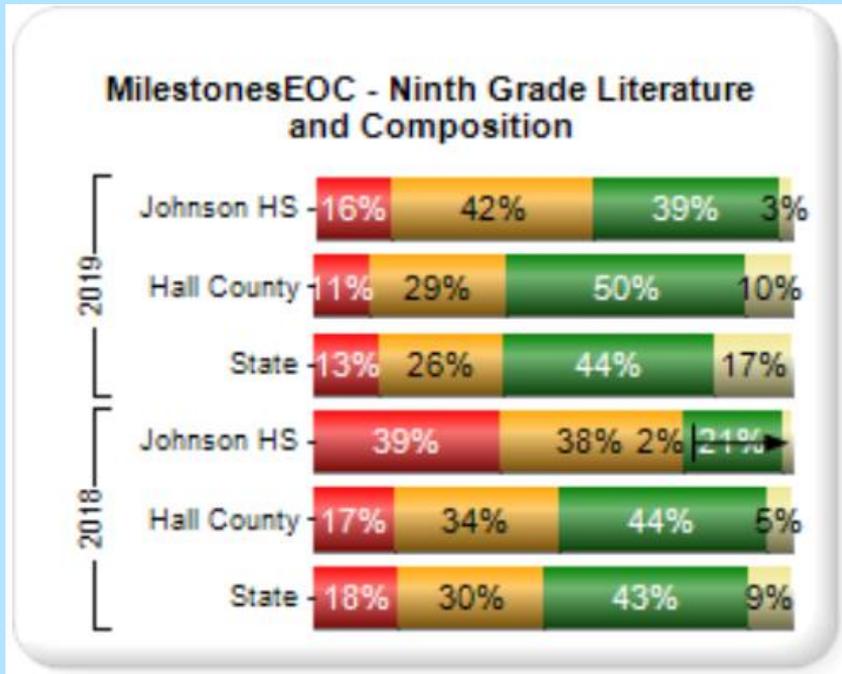
- To increase academic achievement of all students, particularly low income students
- To ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments
- To assist teachers in understanding the needs and concerns of students and parents
- To help parents and families understand their child and be more involved in the child's education

EVERY STUDENT SUCCEEDS ACT (ESSA)

- In December 2015, the Every Student Succeeds Act (ESSA), the replacement for the Elementary and Secondary Education Act (commonly known as *No Child Left Behind*) was signed into law.
- **Every Student Succeeds Act**

With bipartisan support, ESSA allows states and local schools/districts to make education decisions that are best for their students, rather than overreaching federal requirements. The new law requires that states develop plans that address standards, assessments, school and district accountability, and special help for struggling schools and students.

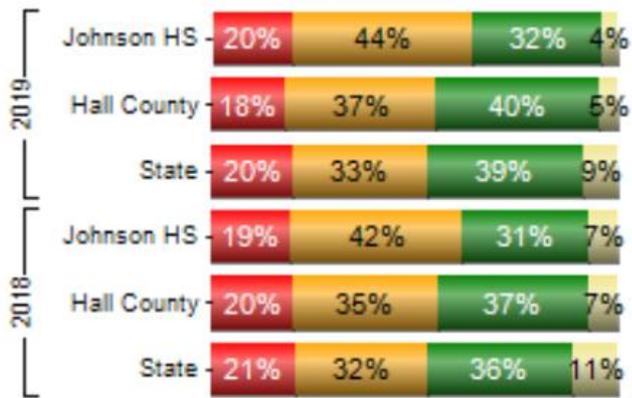
SCHOOL DATA OVERVIEW



- 9th Grade Lit and Biology had additional teachers funded by Title I for 2018-19
- Students showed growth in Proficient & Distinguished categories for 9th Lit EOC and Biology EOC

SCHOOL DATA OVERVIEW

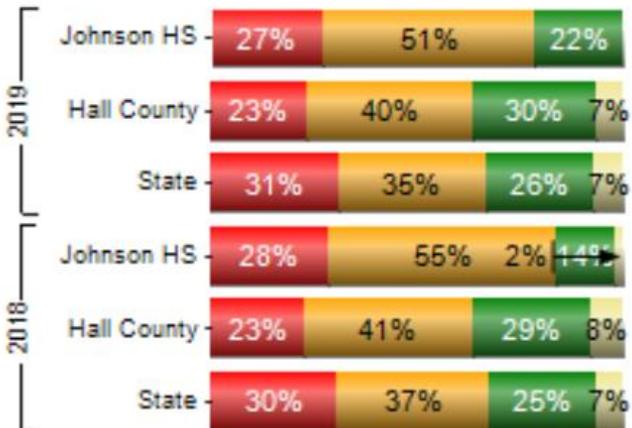
Milestones EOC - American Literature and Composition



JHS School Improvement Plan goals for this year are targeting...

- Further student growth in ELA and Science
- Student growth in math courses

Milestones EOC - Coordinate Algebra



SCHOOLWIDE PROGRAM

- **Planning team members** - parents, students, staff, community members
- **Needs Assessments and SIP Goals**
 1. Increasing literacy skills of students
 2. Increasing ELA, science, and math content knowledge and skills of students
 3. Increasing the amount of information, resources, and technology available to parents as they participate in their child's academic career

STATE GRADES REPORT

 Georgia Department of Education

2018 College and Career Ready
Performance Index (CCRPI)

Hall County District
Johnson High School

SEARCH

Additional Resources

OVERALL SCHOOL SCORE

75.1

SELECT A REPORT TYPE

ALL HIGH

OVERVIEW SCHOOL CLIMATE FINANCIAL EFFICIENCY

- **Link to full report:**

http://ccrpi.gadoe.org/2018/Views/Shared/_Layout.html

WHAT CURRICULUM DOES OUR SCHOOL USE?

- Georgia Standards of Excellence
www.georgiastandards.org

9th-10th Grade English Language Arts Georgia Standards of Excellence (ELA GSE)

READING LITERARY (RL)	READING INFORMATIONAL (RI)
<p>Key Ideas and Details</p> <p>ELAGSE-RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE-RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELAGSE-RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Craft and Structure</p> <p>ELAGSE-RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).</p> <p>ELAGSE-RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>ELAGSE-RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Integration of Knowledge and Ideas</p> <p>ELAGSE-RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée des Beaux Arts" and Bronghi's painting "Landscape with the Fall of Icarus"), including what is emphasized or absent in each treatment.</p> <p>ELAGSE-RL8: (Not applicable to literature)</p> <p>ELAGSE-RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>Range of Reading and Level of Text Complexity</p> <p>ELAGSE-RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Key Ideas and Details</p> <p>ELAGSE-RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE-RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELAGSE-RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>Craft and Structure</p> <p>ELAGSE-RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>ELAGSE-RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>ELAGSE-RI6: Determine an author's point of view or purpose in a text and analyze how an author uses choices to advance that point of view or purpose.</p> <p>Integration of Knowledge and Ideas</p> <p>ELAGSE-RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in print and multimedia), including what is emphasized in each account.</p> <p>ELAGSE-RI8: Delineate and evaluate whether the reasoning is valid and the evidence is relevant and sufficient; assess the claims, reasoning, and data in the text, including the author's bias, prejudice, and purpose.</p> <p>ELAGSE-RI9: Analyze several texts on a topic or issue, evaluating how they address related ideas and issues, including how they address related texts.</p> <p>Range of Reading and Level of Text Complexity</p> <p>ELAGSE-RI10: By the end of grade 9, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 9-10 text complexity band proficiently and independently and proficiently.</p>

Georgia Department of Education
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GeorgiaStandards.org

- Home
- CCRPI
- Georgia Standards of Excellence
- GPS
- Content Area Frameworks
- Resources/Videos
- Personalized Learning
- Archives

BROWSE STANDARDS



Browse Standards

- English Language Arts
- Fine Arts
- Mathematics
- Science
- Social Studies
- Literacy in Social Studies, Science, & CTAE
- Archives
- Physical Education

Georgia Standards of Excellence (GSE)

Fine Arts

The Georgia Standards of Excellence have been created for all courses in Dance, Media Arts, Music, Theatre, and Visual Art. Full adoption for Georgia Standards of Excellence in Theatre and Visual Art begin in the 2018-19 school year. GSE is voluntary for the 2018-19 school year for Dance and Music and will be fully adopted in the 2019-20.

- More Information

Physical Education

On May 3, 2018, the State Board of Education approved the K-12 Georgia Standards of Excellence (GSE) for Physical Education. Full implementation begins in the 2019-2020 school year.

- More Information

Science

The current Georgia Performance Standards (GPS) for Science must be taught during the 2016-17 school year. The Georgia Standards of Excellence (GSE) for Science will be implemented beginning the 2017-18 school year.

- More Information

Social Studies

The current Georgia Performance Standards (GPS) for Social Studies must be taught during the 2016-17 school year.

Science Georgia Standards of Excellence

Environmental Science

SEVI. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

- Develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere.
- Develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).

(Clarification statement: The first and second law of thermodynamics should be used to

construct an argument of the necessity of biogeochemical cycles (nitrogen, oxygen, and carbon) to support a sustainable ecosystem.

and reasoning of the relationship between the physical factors (coastline, topography) and organismal adaptations within the ecosystem. The investigation of how chemical and physical properties impact aquatic ecosystems across the state such as rivers, streams, and lakes.)

Consider the diverse aquatic ecosystems across the state such as rivers, streams, and lakes.)

Communicate information to construct explanations of ecosystems.

Related to short-term and long-term natural cyclic fluctuations in ecosystems. Examples include but are not limited to El Niño and La Niña, and variations in Earth's orbit such as Milankovitch cycles.

Determine how changes in atmospheric chemistry (carbon dioxide, methane, and other greenhouse gases) contribute to the greenhouse effect.

Predict changes in biomass, biodiversity, and complexity within ecosystems over time, including ecological succession.

Support a claim about the value of biodiversity in ecosystems, including the roles of invasive, native, endemic, indicator, and endangered species.

WHAT TESTS WILL MY CHILD BE TAKING?

- **Georgia Milestones Assessments: End-of-Course Tests**

- * Assessments measure student's achievement in high school courses
- * End of Course Tests are state generated for select core academic courses only
- * Scored on scale of 1 to 4
 - Level 1: Beginning Learner
 - Level 2: Developing Learner
 - Level 3: Proficient Learner
 - Level 4: Distinguished Learner

WHAT TESTS WILL MY CHILD BE TAKING?

- **Hall County CBAs for ELA classes**
- **Unit assessments and final exams created at the school level**
- **End of Pathway Assessments:**
 - * Measures student's mastery of terminology and skills for a career pathway
 - * Type of score and level for proficiency varies depending on career pathway exam
 - * Each CTAE teacher communicates this information to students prior to taking the exam

SLDS PORTAL

The screenshot displays the Infinite Campus user interface. At the top, the text "Infinite Campus" is centered. Below this, a user profile for "Rosario, Catherine T" is shown, including a photo, name, and ID information. A sidebar on the left contains a list of navigation options: Calendar, Schedule, Attendance, Grades, Behavior, Assessment, Transportation, To-Do List, Reports, Contact Us, Messages, Household Information, Family Members, Account Management, Contact Preferences, Account Log, and SLDS Portal. The "SLDS Portal" link is circled in red. A red arrow points from the text "Click here to enter the SLDS Parent Portal" to this link. The main content area features a "Go Mobile - Need Your District ID?" banner with app store icons and a "Get Your District ID" button. The Infinite Campus logo is in the top right corner.

Click here to enter the SLDS Parent Portal

SLDS PORTAL

The screenshot shows the Dundee School System SLDS Portal interface. At the top, the header reads "Dundee School System". Below the header is a navigation bar with buttons for "Home", "Performance", "Resources", "Testing", "My Career Plan", and "Logout". The "Home" and "Logout" buttons are circled in red. Below the navigation bar, there is a dropdown menu labeled "Student:" with "Alderman Annessa" selected. A red arrow points from the text "You will see a box with the name of each student that you can access through the Parent Portal" to this dropdown menu. Below the navigation bar are four main content areas: "Performance" (yellow background with a bar chart icon), "Resources" (red background with a key icon), "Testing" (yellow background with a document icon), and "My Career Plan" (teal background with an icon of two people). A red arrow points from the text "The Home button will return you to the Parent Portal Welcome screen" to the "Home" button.

Dundee School System

Home Performance Resources Testing My Career Plan **Logout**

Student: Alderman Annessa
Alderman Annessa

You will see a box with the name of each student that you can access through the Parent Portal

The Home button will return you to the Parent Portal Welcome screen

Performance Resources Testing My Career Plan

SLDS PORTAL Student Performance Dashboard

Dundee School System

Home Performance Resources Testing My Career Plan Logout

iborn, Cathryn T

Attendance

This section displays a graph of the number of absences reported by the school district for the student each year, beginning with the 2006-2007 school year.

Assessments

The Student Leslie Scores chart displays the student's Leslie score achieved on the Reading CRCT or CRCT-M, or on the EOCT in 9th Grade Literature and American Literature each year, as compared to the stretch Leslie range for that grade level.

[Additional Information about Leslies](#)

The Assessment Scores section displays all of the student's statewide summative assessments, including retests. Assessments are listed in descending order by administration date.

Assessment	CRCT	CRCT-M	CRCT	CRCT-M	CRCT	CRCT-M	CRCT	CRCT-M
12-12 PostTest 21CSA-Alter	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
12-12 Spring CRCT-Math	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
12-12 Spring CRCT-Reading	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
11-12 Spring CRCT	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
10-11 Spring CRCT	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
09-10 Spring CRCT	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
08-09 Spring CRCT	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250
07-08 Spring CRCT	24-250	24-250	24-250	24-250	24-250	24-250	24-250	24-250

CRCTEOCT21CSA Legend: 24-250 (24-250) 24-250 (24-250) 24-250 (24-250) 24-250 (24-250)

21CSA Legend: 24-250 (24-250) 24-250 (24-250) 24-250 (24-250) 24-250 (24-250)

The score displayed is the Scale Score for the given subject, except for EOCT, in which case the score represented is the grade conversion.

WHAT IS REQUIRED BY LAW FOR PARENT AND FAMILY ENGAGEMENT?

- District Parent and Family Engagement Policy
- School's Parent and Family Engagement Policy
- School-Parent Compact

A copy of these documents are available:

- On the school and district websites
- In the school's front office
- In the JHS Parent & Family Engagement Center

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

- Parent and Family Input
- Communication
- District and School Goals
- Title I Annual Meeting
- School-Parent Compact
- Parent Involvement Activities
- Building Capacity

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

District Goals

- ✓ By the end of FY20 the percentage of students in each subgroup moving into the “Proficient” and “Distinguished” levels of performance on the Georgia Milestone Assessments will increase by 2% in the “Proficient” and “Distinguished” levels of performance.
- ✓ By the end of FY20, the “Closing the Gaps” score will increase by 10% (based on FY19 “Closing the Gaps” score) at each level (elementary, middle, and high).
- ✓ By the end of FY20, the percentage of Economically Disadvantaged students moving into the “Proficient” and “Distinguished” levels of performance on the Georgia Milestones ELA Assessments will increase by 3% in the “Proficient” and “Distinguished” levels of performance.

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

School Goals

- ✓ For the 2019-2020 school year, Johnson High School will increase the percentage of students reading at or above grade level on the American Literature EOC to 75.3%, which represents a 3% increase from the previous 4-year average (SY15-SY18).
- ✓ For the 2019-2020 school year, Johnson High School will increase the percentage of students earning a developing, proficient, or distinguished score on the...

Coordinate Algebra EOC to 72.7%, which represents a 2% increase from the previous 4-year average (SY15-SY18).

Biology EOC to 70.4%, which represents a 6% increase from the previous 4-year average (SY15-SY18).

9th Grade Literature EOC to 71%, which represents a 2% increase from the previous 4-year average (SY15-SY18).

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

Parent & Family Input

- ✓ Attend Title I Input meeting in March 2020
- ✓ Complete evaluations for parent meetings with your valuable feedback
- ✓ Join our Local School Council to develop future Title I goals and strategies

Communication

- ✓ JHS communicates important messages to parents via Infinite Campus emails and voice messages
- ✓ Teachers email addresses are firstname.lastname@hallco.org
- ✓ Counselors and teachers are available for conferences to discuss student progress

SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY

Parent Involvement Activities

- ✓ Annual Title I Meeting: Overview of school goals and how JHS and parents can work together to help students
- ✓ Title I Input Meeting: Parents provide valuable feedback to develop next year's goals
- ✓ Monthly Hispanic parent night meetings
- ✓ Open House (August)
- ✓ Upperclassmen Program Options Night (October)
- ✓ Financial Aid Night (December & March)
- ✓ Rising 9th Grade Student Tours (April)
- ✓ Band & Athletic Booster Clubs

SCHOOL-PARENT COMPACT

- A written commitment indicating how all members of a school community—parents, teachers, principals, and students agree to share responsibility for improved student achievement
- The compact sets out the responsibilities of the student, parent and school staff in striving to raise student achievement
- The compact is to be reviewed and signed each year by the family , student, and teacher

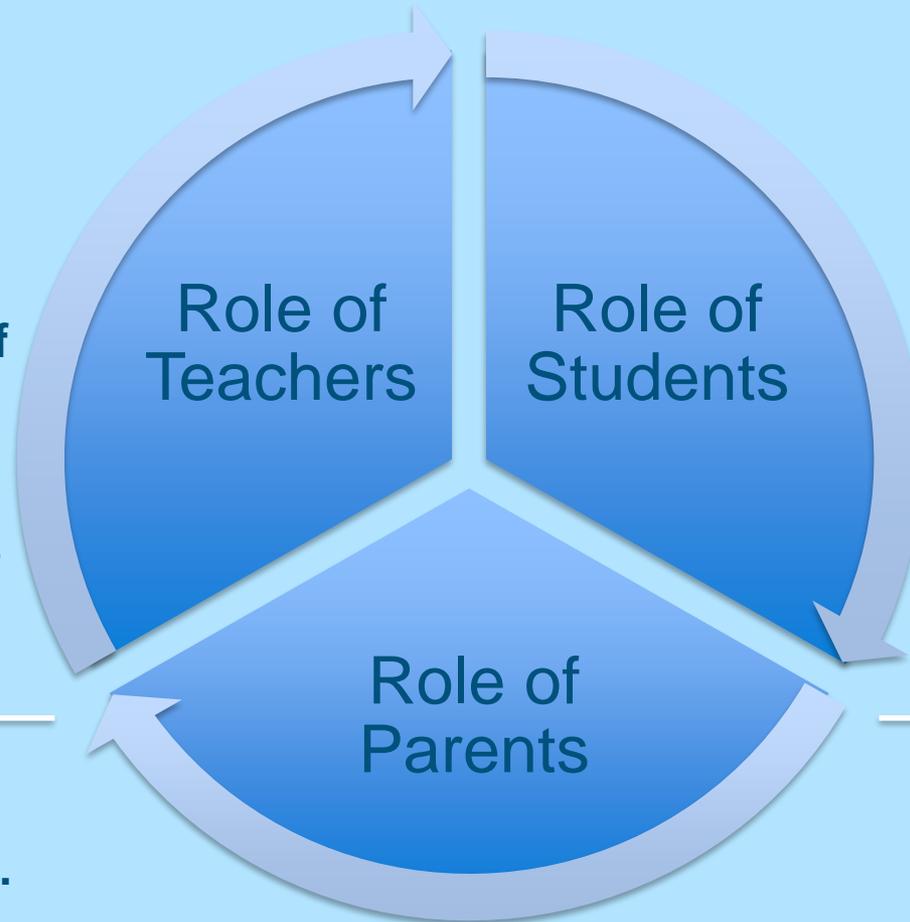
SCHOOL-PARENT COMPACT

- An action plan is written to promote student success by connecting learning and addressing test scores
- The school-parent compact will describe how families, students, and teachers will work together to achieve the academic goals of the school improvement plan
- The compact is a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development and needs of the students

SCHOOL-PARENT COMPACT

TEACHERS WILL...

- * Provide learning opportunities for students.
- * Monitor progress of students
- * Communicate progress to students and parents using Infinite Campus.



STUDENTS WILL...

- * Attend school and participate in learning opportunities.
- * Monitor their progress with Infinite Campus.
- * Ask for help when needed.

PARENTS WILL...

- * Discuss class material and progress with their children.
- * Monitor their child's progress with Infinite Campus.
- * Attend parent conferences and participate in parent meetings hosted by JHS.

PARENT'S RIGHT TO KNOW

- All Title I schools must meet federal regulations related to teacher qualifications as defined in ESEA.
- These regulations allow you to learn more about your child's teachers' training and credentials.

PARENT'S RIGHT TO KNOW

At any time, you may ask:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission's certification requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

TITLE I PARENT AND FAMILY ENGAGEMENT BUDGET

- All districts with Title I, Part A annual allocations above \$500,000 must reserve at least 1% of that allocation for parent and family engagement activities to include promoting family literacy and parenting skills.
- Parents are asked to provide input as to how they think the money should be spent at the school level.

PARENT AND FAMILY ENGAGEMENT OPPORTUNITIES

Parents and families have opportunities to become involved in the school.

- ✓ attend parent meetings
- ✓ visit Parent & Family Engagement Center
- ✓ join the Local School Council
- ✓ request meetings with child's teacher(s) to make suggestions and ask questions about the education of their child
 - The school has the responsibility to respond to any such suggestions from parents in a timely manner.

PARENTS + SCHOOL = SUCCESS FOR STUDENTS

