

# **CCES**

# **Annual Title I**

# **Parent Meeting**

MRS. LATOSHA PETERS, PRINCIPAL  
MRS. MONICA MCCRARY, ASSISTANT PRINCIPAL  
MR. JAMES RHODES, ASSISTANT PRINCIPAL

Thursday, August 17, 2023  
9 AM Hybrid (In Person & Virtual)  
6 PM Virtual ONLY


# WHAT IS A TITLE I SCHOOL?

- **A federal program which helps all students meet the state's challenging academic content and performance standards.**
- **Supplements the regular program by providing remediation and readiness assistance to students with identified weaknesses and skill deficiencies.**
- **Title I schools are schools that receive extra federal funding because of their poverty level. To qualify for Title I funding, a school system must have at least 5% free and reduced lunch rate. Terrell County has a free and reduced lunch rate above 80% and thereby allowing all students to eat free lunch.**


# **HOW DOES OUR SCHOOL SPEND TITLE I MONEY?**

- **Intervention Teachers**
- **Instructional Materials**
- **Technology**
- **Professional Development for Teachers/Paraprofessionals**
- **Parental and Family Engagement Opportunities such as the Parent Resource Center and parent workshops that are planned to assist parents in developing skills to support education and instruction from the home.**
- **Cooper-Carver Elementary has a Parent Liaison**

# HOW DOES OUR SCHOOL PARTICIPATE IN THE TITLE 1 PROGRAM?

- **Professional Learning for teachers**
  - **School-Wide Programs**
  - **Reduction of Class-Size**
  - **Technology Assisted Instruction**
  - **Family & Community Engagement**
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# **WHAT ARE OUR SCHOOL'S TITLE 1 SCHOOL-WIDE REQUIREMENTS?**

- **School wide reform/improvement strategies**
  - **Instruction by qualified teachers**
  - **Family & Community Engagement**
  - **Additional support for students**
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# **CCES' Schoolwide Program- Past and Present**

## **What are our school wide goals?**

- 1. By the end of 2023-2024 school year, 60% of 1<sup>st</sup> grade students will increase 120 points, 2<sup>nd</sup> grade students will increase 120 points, 3<sup>rd</sup> grade students will increase 100 points, 4<sup>th</sup> grade students will increase 120 points, and 5<sup>th</sup> grade students will increase 70 points as measured by the 2023 pre assessment of the STAR Reading test and the 2024 post assessment of the STAR Reading test.**
- 2. By the end of 2023-2024 school year, 60 % of all 1st grade will increase by 70 points, 2nd and 3rd grades will increase by 50 points, 4th grade will increase by 35 points, and 5th grade will increase by 30 points as measured by the 2023 pre assessment of the STAR Math test and the 2024 post assessment of the STAR Math test.**

# **CCES' Schoolwide Program- Past and Present**

## **What are our school wide goals?**

- 3. By the end of the 2023-2024 school year, CCES will decrease classroom discipline referrals by 15%.**
- 4. During the 2023-2024 school year, CCES will increase the effectiveness of the mental health and wellness program by promoting earlier identification and intervention for mental health needs, increasing access to mental health services, and fostering greater coordination between Georgia's community mental health providers and Terrell County Charter School System as measured by the 2022-2023 to the 2023-2024 school year outside agency referral data.**

# WHAT PROGRAMS/SUPPORTS ARE IN PLACE?

- **Into Reading & Writing**
- **Saxon Phonics**
- **Guided Reading (K-3)**
- **K-5 Acadience Math**
- **Keenville (1-2)**
- **Imagine Learning (ESOL)**
- **Stemscopes(3-5)**
- **Georgia K-5 Math Units**
- **Renaissance Learning ( Accelerated Reader, Star Reading /Math Assessments)**
- **K-5 Acadience Reading**
- **Grades 2-5 Growth Measure**
- **IXL-ELA and Math**



# **WHAT PROGRAMS/SUPPORTS ARE IN PLACE?**

- **Intervention Teachers**
- **Title I Computer Labs managed by the Title I  
Computer Lab Monitors**
- 
- **Saturday School/After School**
- **Summer School**
- **Mobile Labs- Chromebooks for use in the  
classrooms**

# WHAT IS THE STATE'S GRADES REPORT FOR OUR SCHOOL?

The Georgia School Grades Report is a school report for all public elementary, middle, and high schools in Georgia. The reports include A-F letter grades based on school performance as well as other information about schools, such as performance on state tests, the makeup of the student body, and the graduation rate. The purpose of these reports is to help parents, students, educators, and communities understand how their local schools are performing and focus improvement efforts on the most critical challenges.

**Cooper-Carver Elementary School**

**District: Terrell County**

**Grades: K-5**

**Clusters: Elementary**

**Address: 455 Greenwave Drive, Dawson, GA 39842**

**School Letter Grade: N/A**

# **WHAT IS OUR SCHOOL'S DESIGNATION STATUS AND WHAT DOES IT MEAN?**

- **CCES is a Promise School (Title I Schools Only)**
- **Entrance Criteria-When ranked according to their three-year CCRPI average , are among the lowest performing schools that represent greater than 5% to 10% of all schools eligible for identification.**
- **Exit Criteria- A school may exit if the school no longer meets the greater than 5% to 10% entrance criteria AND the school's current overall CCRPI score is greater than the baseline CCRPI score (the three-year average that led to the school's identification).**
- **The purpose of Promise Schools is to provide supports to these schools to sustain improvement or provide supports before they fall into the lowest 5% Comprehensive Support and Improvement.**

# WHAT IS A PARENT'S RIGHT TO KNOW?

**All parents have the right to know**

- **The School Improvement Status**
- **The level of achievement of their child**
- **The professional qualifications of their child's teacher(s)/paraprofessional(s)**

**All parents have the right to be involved in the planning and implementation of the parent and family engagement program in their school.**

# PARENTS' RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS/ PARAPROFESSIONALS

Parents have a right to know the professional qualifications of our teachers/paraprofessionals .

- Under the reauthorization of the Elementary and Secondary Education Act of 1965 as the Every Student Succeeds Act (ESSA) of 2015
- Highly Qualified (HiQ) is no longer required or reported to the United States Department of Education (USDE)
- **Instead, ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements.**

*In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:*

*Whether the student's teacher—*

- *has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;*
- *is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and*
- *is teaching in the field of discipline of the certification of the teacher.*

*Whether the child is provided services by paraprofessionals and, if so, their qualifications.*

# WHAT CURRICULUM DOES OUR SCHOOL USE?

## Georgia Standards of Excellence (GSE)

- Reading, Writing, and ELA
- Science
- Social Studies
- [www.georgiastandards.org](http://www.georgiastandards.org)

## Georgia's K-12 Mathematics Standards

- Math
- [www.gadoe.org](http://www.gadoe.org)

# WHAT TESTS WILL MY CHILD BE TAKING?

## Pre-Assessment and Post Assessment

- **K-5: STAR Reading and Math**
- **K-5 Acadience Reading and Math**
- **4<sup>th</sup> Grade: Science and Social Studies**
- **5<sup>th</sup> Grade Students: P.E. Science and Social Studies**
- **Pre-Assessment and a Post Assessment determines how much a student grows during the year**

## Georgia Milestone Assessment

- **ELA (Includes Reading, ELA and Writing) ( Grades 3-5)**
- **Math ( Grades 3-5)**
- **Science ( 5<sup>th</sup> Grade Only)**

## WIDA Access Assessment

- **English Learners (EL) Students ( Grades K-5th)**

# **How to access previous test performance, standards, and attendance about my child using the Statewide Longitudinal Data System (SLDS) through the school's parent portal**

- **Parents now have access to their children's SLDS data through the SLDS Parent Portal. The SLDS Parent Portal is accessible to parents directly through their district's student information system.**
- **Using Georgia's SLDS Parent Portal helps parents answer the following questions:**
  - **How can I talk to my child about how they are doing in school?**
  - **How is my child doing in math and reading?**
  - **How many school days has my child missed?**
  - **How does my child compare to other students?**
- **HOW TO ACCESS THE SLDS PARENT/STUDENT PORTAL**
  - **All districts provide a district parent/student website. Parents and students can get to Georgia's SLDS Parent/Student Portal inside their district's parent/student website. Parents and students will need to request access to their district's parent/student website prior to accessing Georgia's SLDS Parent/Student Portal. Information will be coming soon on how to access our new student information system known as Infinite Campus.**



# Multi-tiered System of Supports

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2023-2024

Annual Title I Parent Meeting

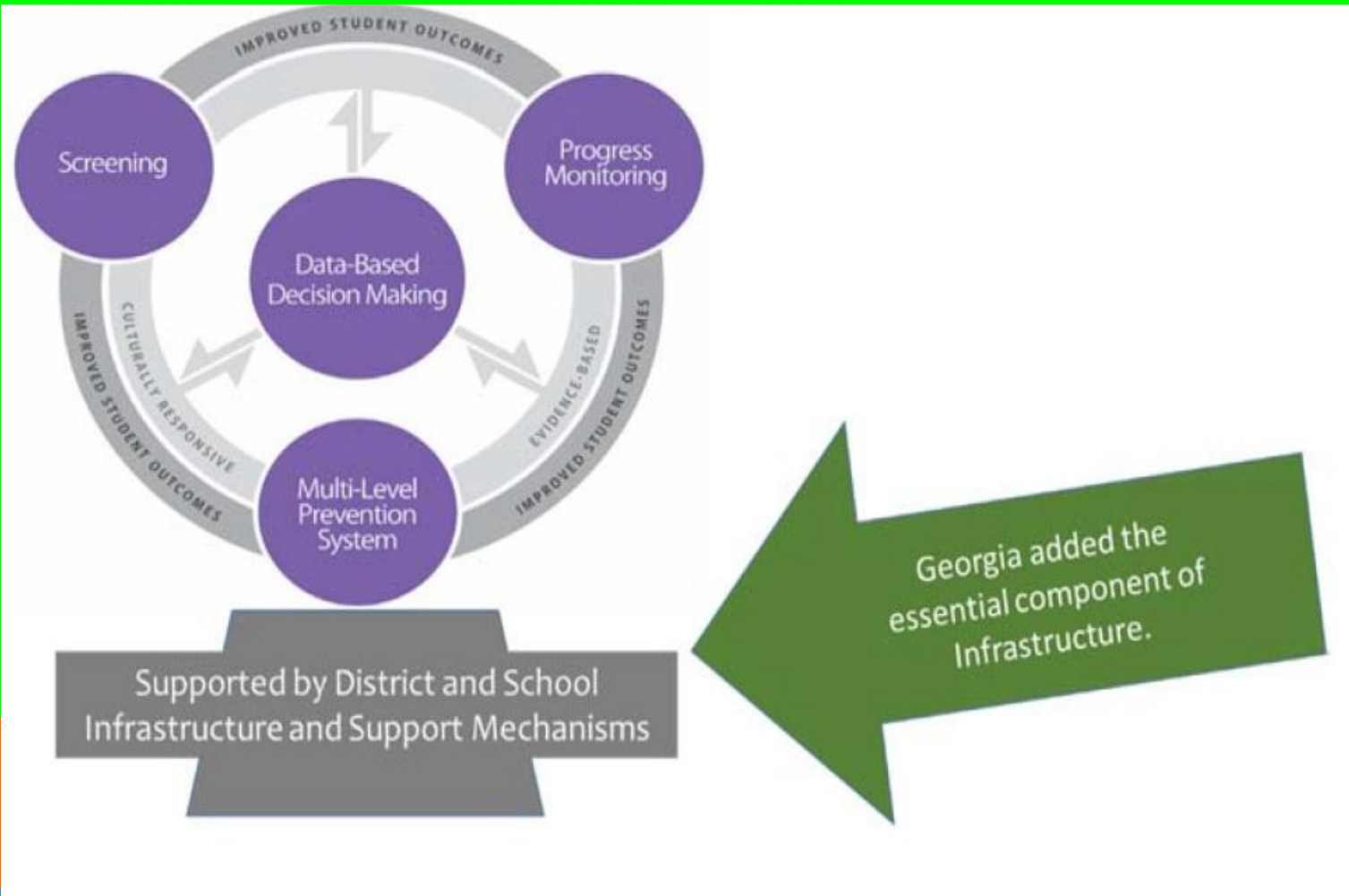
*The  
Systematic Approach*

# Georgia's Multi-tiered System of Supports (MTSS)

“A multi-tiered **system** of supports (MTSS) is a tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources”

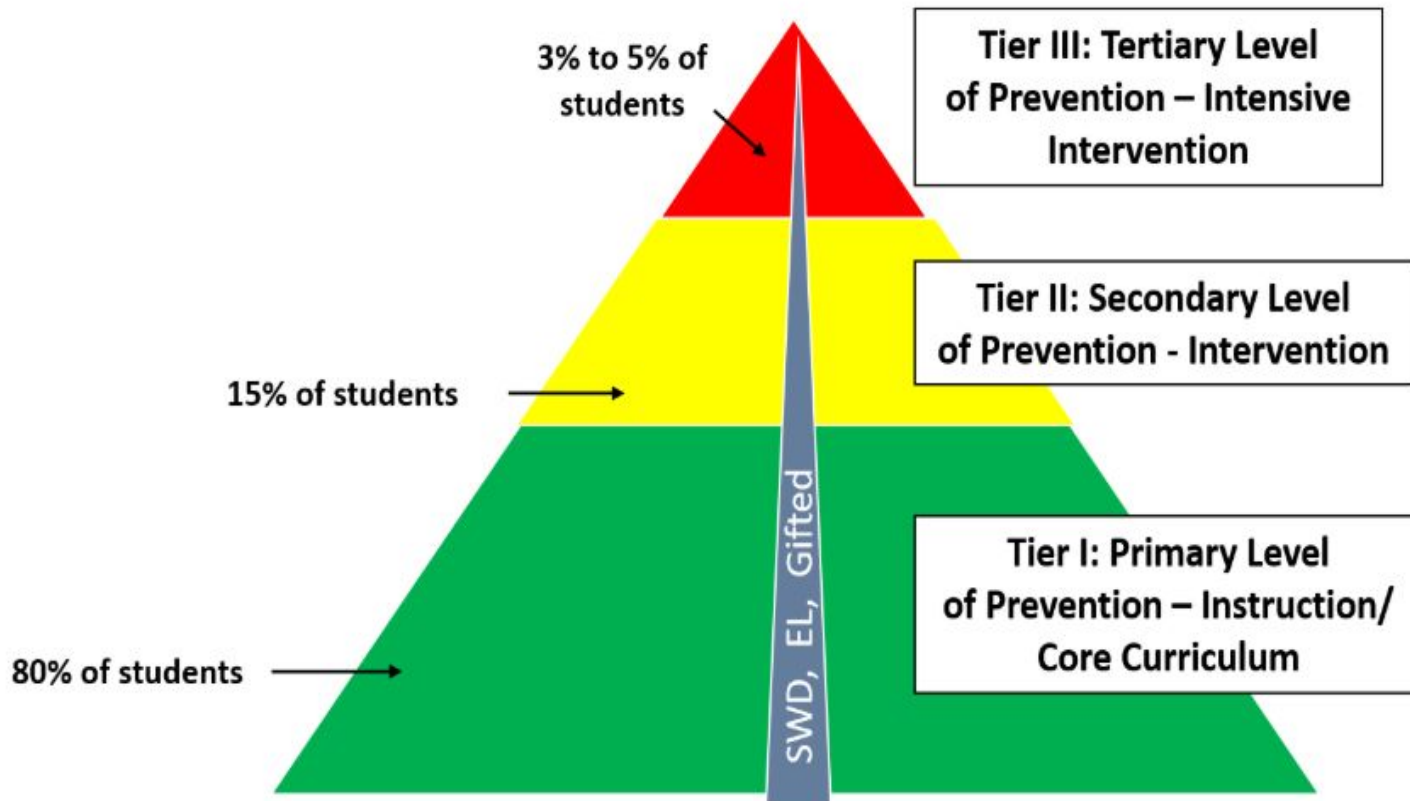
(Adopted from the National Center on Response to Intervention, 2010)

# Essential Components of MTSS



# School-wide, Multi-level Prevention System

## Essential Component: Multi-Level Prevention System



Students receive services at all levels, depending on need.

01

## ACCELERATION

- Gifted Program - advanced content courses
- Dual Enrollment/4C Academy
- Advanced course offerings

02

## ACADEMIC PROFICIENCY

- Meet grade level expectations
- Pass courses
- Score at the proficient level or higher on GMAS

03

## CLOSE SKILL GAPS IN LITERACY & MATH

In accordance with grade level expectations,

- Master phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing skills
- Master numeracy and mathematical skills



04

## DROPOUT PREVENTION

- Monitor early warning signs of dropout regularly
- Promote student involvement
- Align academic advisement with graduation rules

05

## PREVENTION OF NEGATIVE OUTCOMES

- Social Emotional Learning curricula, PBIS system
- Wrap around services - clinic, health screenings, etc.
- Classroom management professional learning
- Mental health, counseling, social work referrals
- Leverage partnerships to meet student needs

06

## READINESS

- Meet developmental norms
- Improve workforce readiness, college readiness
- Provide key financial knowledge to break the cycle of poverty

## Purposes of MTSS

# Close Skill Gaps in Literacy and Math

## Tier II: Intervention

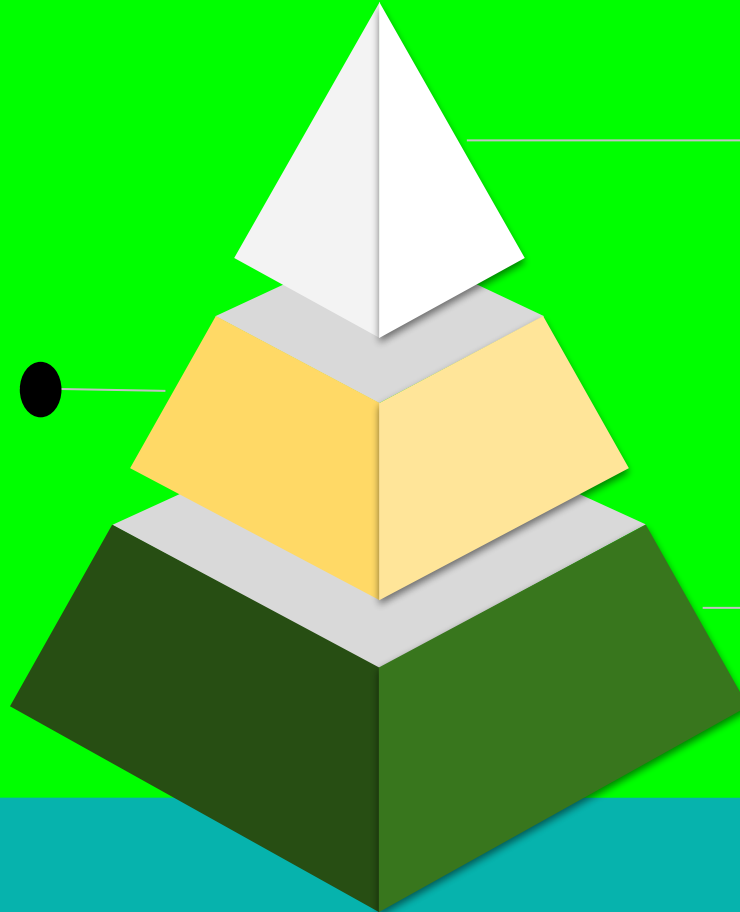
An interventionist or classroom teacher provides supplemental (direction) instruction on key skills to small groups of students using evidence-based interventions at a prescribed dosage to close a skill gap. Curriculum-based measures (CBMs) are used for progress monitoring at set intervals. The student continues to receive instructional supports at Tier I.

## Tier III: Intensive Intervention

An interventionist provides individualized instruction on key skills to a student using evidence-based interventions. The student continues to receive instructional supports at tiers I and II.

## Tier I: Teach GSE

The classroom teacher provide direct instruction on key skills and knowledge using evidence-based strategies and assess student knowledge at the level of rigor demanded by the standard.



# Prevent Negative Outcomes - Behavior

## Tier III: Intensive Intervention

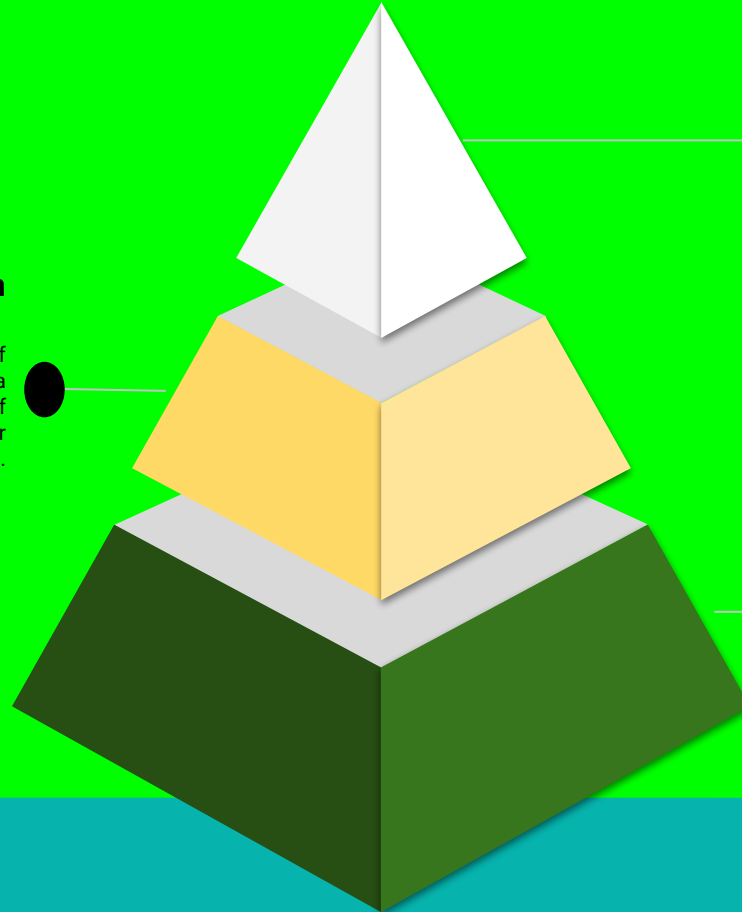
Counselors, specialists, or external partners provide one-on-one individualized interventions for a student who is at risk of poor behavioral outcomes in the areas of academics, social, and/or emotional behaviors.

## Tier I: Teach Behavioral Expectations

Classroom teachers and school leaders provide direct instruction on the appropriate social and emotional behaviors, as well as classroom, hallways, and school expectations

## Tier II: Intervention

Counselors, school leaders, or auxiliary staff provide evidence-based interventions for a small group of student who are at risk of displaying continued academic, social, and/or emotional behaviors.



**STEP 1:**

**Administer the universal screener.**

*Train all staff members who will administer the screener. Ensure that all students are in the platform.*

**STEP 2:**

**Identify students at risk of poor outcomes.**

*Using the appropriate cut scores, generate the preliminary list of students at risk for poor outcomes.*

**STEP 3:**

**Verify the risk level using secondary data points.**

*Use two secondary data points to verify risk. Any student who scores at the high risk level on the screener and on one of the two secondary data points is considered at-risk.*

**STEP 6:**

**Develop the progress monitoring plan.**

*Based on the intervention selected, the RTI team determines the progress monitoring tool, who administers it, how often the assessment is given, and the goal in order to measure the growth.*

**STEP 5:**

**Develop the intervention plan.**

*Based on the skill gap(s) identified on the universal screener, the RTI team determines the intervention, the interventionist, the start date, end date, number and specific days of the week, the start time, end time, and setting. The intervention must be evidence-based and aligned to the skill gap.*

**STEP 4:**

**Evaluate the need for tiered services.**

*The RTI Team meets to determine whether or not each at-risk student receives supports. If an at-risk student is receiving special education services, the student must be referred to the IEP committee. The IEP committee should meet to discuss supports.*

**STEP 7:**

**Implement with fidelity.**

*Ensure that the intervention and progress monitoring plans are implemented with fidelity. Progress monitoring data must be reported as planned. If there are concerns, address them as soon as they become evident.*

**STEP 8:**

**Evaluate the effectiveness of the intervention plan.**

*When interventions have occurred with fidelity and at least four data points have been collected, the RTI coordinator examines the most recent data points to evaluate the effectiveness of the plan.*

**STEP 9:**

**Modify the Intervention Plan.**

*If the trendline of the four data points is trending downward, the RTI team must meet to discuss interventions. In progressive order, the committee can decide to continue the intervention, recommend a change in the dosage, a change in the intervention, or a change in the frequency of progress monitoring (move to Tier 3 support).*

# Step-by-Step Process for Close Skill Gaps in Literacy and Math, Prevention Negative Outcomes - Behavior



Dr. Shercca R. Harvey

Multi-tiered System of Supports

TERRELL COUNTY SCHOOL SYSTEM



(229) 995-4425, EXT. 4011



srharvey@terrell.k12.ga.us



761 1ST AVENUE SE  
P.O. BOX 151  
DAWSON, GA 39842



# What is PBIS?

**Positive Behavior Interventions and Supports (PBIS)**

**Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce:**

- **disciplinary incidents**
- **increase a school's sense of safety**
- **support improved academic outcomes**

# **PBIS at CCES**

**The premise of PBIS at CCES is to reduce most unnecessary discipline problems and promote a climate of greater productivity, safety, and learning through continual teaching of classroom and building expectations combined with acknowledgement or feedback of positive student behavior.**

# Key Features of PBIS

Evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for ALL students.

This system of support includes:

- ✓ Clearly defined behavioral expectations
- ✓ Social & behavioral skills instruction
- ✓ Positive and proactive discipline
- ✓ Active supervision and monitoring
- ✓ Positive acknowledgement
- ✓ Data-based decision making
- ✓ Parent collaboration

# CCES PBIS Expectations

- ❖ **Be Respectful**
- ❖ **Be Responsible**
- ❖ **Be Safe**

**In all areas of the school:  
cafeteria, classroom, hallway,  
media center, gym, playground,  
restrooms, computer labs, with  
nurse.**

# **WHAT IS REQUIRED BY LAW FOR PARENT AND FAMILY ENGAGEMENT?**

**As mandated by the Elementary and Secondary Education Act of 1965 (ESEA) and as amended by the Every Student Succeeds Act (ESSA) of 2015, schools and districts must ensure that strong strategies are in place to:**

- Build capacity of parents with input from school staff and other stakeholders**
- Build capacity of school staff with input from parents and other stakeholders**
- Involve parents/stakeholders in an effective partnership with the school**
- Share and support high student academic achievement**
- Reserve 1% of Title I funds for parental engagement activities if Local Educational Agency (LEA) receives more than \$500,000**
- Provide full opportunities of parents with limited English proficiency, parents of migratory children, and parents with disabilities**
- Provide information and school reports in a language parents can understand, such as translated flyers or an interpreter present at meetings**

# WHAT IS THE DISTRICT'S AND SCHOOL'S PARENT AND FAMILY ENGAGEMENT PLAN?

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each local educational agency (LEA) receiving Title I, Part A funds develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement plan. This school year the district and schools collaboratively decided to go to the ***Combined Parent and Family Engagement Plan***. State charter schools and school systems with one Title I school or one school per grade band may merge their district-level and school-level Parent and Family Engagement Plans into one Parent and Family Engagement Plan.

In support of strengthening student academic achievement, the Terrell County Charter School System (TCCSS) has developed the ***Combined Parent and Family Engagement Plan*** that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools:

*Cooper-Carver Elementary, Terrell Middle School, and Terrell High School*. This plan will describe TCCSS commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

# WHAT IS THE DISTRICT'S AND SCHOOL'S PARENT AND FAMILY ENGAGEMENT PLAN?

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education.

*A copy of the Combined Parent and Family Engagement Plan was given to parents at Registration, at the Annual Title I Meeting, and is also available on the District and School Websites. In addition, a copy of the plan is located on the Parent Board at Cooper-Carver Elementary School and in the Parent Resource Center room 103 at the Terrell County Board of Education Administration Building.*



# WHAT IS THE SCHOOL-PARENT COMPACT?

*The Every Student Succeeds Act (ESSA) Section 1116(d) states that each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.*

**A School-Parent Compact is a written commitment indicating how all members of a school's community- parents, teachers, principals, students, and community members-collaboratively agree to share responsibility for students' learning and academic success.**

# HOW IS TITLE I PARENT AND FAMILY ENGAGEMENT MONEY SPENT?

- A District Parent and Family Engagement Coordinator
- A School Parent Liaison
- Transportation, childcare, interpreters, and other accommodations when applicable
- Materials for Title I activities
- Materials and Supplies for the Parent Resource Center (PRC)
- Resources for the PRC including computers, academic resources, and books for the PRC mini library
- Travel and registration fees for the District Parent and Family Engagement Specialist, the School Parent Liaison, Parent Representative for State Superintendent's Parent Advisory Council (when applicable), and Parent Engagement Conference (when applicable)

# WHAT OPPORTUNITIES DOES THE SCHOOL PROVIDE FOR PARENT AND FAMILY ENGAGEMENT?

- Parent decision making opportunities
  - Combined Parent and Family Engagement Plan
  - School Parent Compact
  - Comprehensive Needs Assessment
  - District and School Improvement Plans
  - Parent Input Surveys which provides insights into the needs of the school and input on how the 1% set aside for Parent and Family Engagement activities is spent
  - Parent Feedback forms
  - Input Meetings

**Opportunities may be limited during the 2023-2024 school year due to safety protocols**

# WHAT OPPORTUNITIES DOES THE SCHOOL PROVIDE FOR PARENTS IN ENGAGEMENT?

## Parent Engagement Opportunities for school or home

- Various opportunities to volunteer at CCES
  - Media Center, School Office, School Activities, etc.
- District and School Parent Workshops and Activities
- Academic Parent Teacher Teams (APTT) Conferences

Please see specific parent engagement activities in the Combined Parent and Family Engagement Plan

- Parent Resource Center Room 103 (Terrell County BOE Office 761 1st Avenue)  
Monday-Thursday 8:00 a.m. - 4:30 p.m. Friday 8:00-4:00 p.m.  
229-995-2229

**Dr. LaKia Spencer**

**District Family and Community Engagement Specialist**

**[lspencer@terrell.k12.ga.us](mailto:lspencer@terrell.k12.ga.us)**

**School Parent Liaison Cooper-Carver Elementary School**

**229-995-2843/229-995-5451**

**Mrs. Laurice Brown**

**[lbrown@terrell.k12.ga.us](mailto:lbrown@terrell.k12.ga.us)**

# **HOW RESPONSIVE WILL THE SCHOOL BE TO MY QUESTIONS WHEN STAFF IS CONTACTED?**

- **Every effort is made to contact parents as soon as possible to resolve any concerns.**
- **If you ever have any questions or concerns, please feel free to contact**

**Latosha Peters, Principal  
Cooper-Carver Elementary  
455 Greenwave Blvd.  
Dawson, Georgia 39842  
lpeters@terrell.k12.ga.us  
229-995-2843/995-5451**

**To contact your child's teacher the email address would be teacher's first initial and last name  
ex. lbrown@terrell.k12.ga.us**

**You can also contact your child's teacher through Class Dojo , Google Classroom , leave them a  
message by way of school phone (the homeroom teacher will send information home for you to  
connect to Class Dojo)**

**For Title I related questions, please contact:  
Dr. Tonya Perkins at tperkins@terrell.k12.ga.us  
229-995-4096**

**Thank you for attending!!!**

