



OAKMONT
E D U C A T I O N

2021 Federal Programs Annual Parent Meeting



Welcome...

Today we will review and discuss our Targeted Title I programs.

The agenda items are as follows:

- Title I and IDEA School-Wide Program Overview
- Our Plan Goals
- Our Title I Plan for 2021
- Our Title I Staff
- Cares Funding
- Title IX Coordinator
- Parental Involvement
 - Parents' Rights
 - Parent Policies
- Important Dates and Further Information
- Questions and Closing



Title I Program Overview

- Title I is a federally funded program under the *Every Student Succeeds Act* (ESSA) of 2015, formerly the *No Child Left Behind Act*, 2001.
- It is the largest federal education funding program for schools.
- It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind to meet our state's academic content and performance standards.
- School's qualify for Title I funds based on economic need.
- The Title I program offers a variety of services for participating schools, which may include: additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes and additional training for staff.



IDEA Overview

- The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015.
- The stated purpose of the IDEA is:
 - to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
 - to ensure that the rights of children with disabilities and parents of such children are protected;
 - to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
 - to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
 - to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services;
 - to assess, and ensure the effectiveness of, efforts to educate children with disabilities.



Our Federal Program Goals:

- Offer intervention opportunities during the school day to the most at-risk students who are struggling in math and reading.
- Implement concept of guided Math on a daily basis
- Implement daily guided reading lessons utilizing all staff members.
- Improve on the quality of professional learning experiences by using a universal screening assessment to determine students' strengths and weaknesses.
- Teachers will participate in professional development in the area of standards, differentiations, strategies for reading improvement.



Our Federal Program Goals:

- Vertical Planning between grade levels and School Name to discuss common concerns with math & reading.
- Tutoring and remediation in all grade levels
- Integration of reading, math, writing with technology (smart boards)
- Continue to fully implement small group instruction to differentiate math instruction
- Continue focus on fluency & vocabulary to improve literacy achievement
- Implement Professional Learning Communities to increase student learning in both reading and math



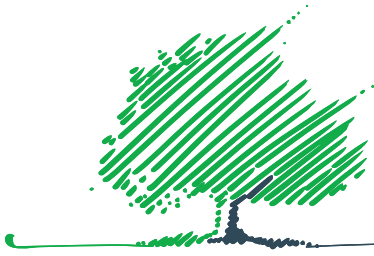
School Improvement Status

- Because a major component of ESSA focuses on improving education for disadvantaged students, Title I schools that do not make Annual Yearly Progress (AYP) for two or more years in a row are identified as in need of school improvement. These schools will receive technical assistance and face sanctions.
- The ultimate goal of these sanctions is to improve academic achievement of students; however, the strategies to do so are more restricted and directed by authorities at district and state levels. These sanctions range from offering parents the choice to transfer to another school in the district to completely restructuring a Title I school that repeatedly does not meet its AYP goals.



School Improvement Status

- In the first and subsequent years of Title I School Improvement, schools must provide students with public school choice. In the second and subsequent years of Title I School Improvement, schools must offer tutoring services to eligible students who choose not to transfer. In the third year of Title I School Improvement, schools must take corrective actions, such as replacing school staff, implementing a new curriculum, or changing the school's internal organization structure. In the fourth year of Title I School Improvement, schools must plan for restructuring. Schools in the fifth year of Title I School Improvement must implement the restructuring plan.
- Schools are required to revise their Improvement Plans on an annual basis.



School Improvement Status

- Our School Improvement Status for the 2021 school year is Watch.
- In 2020, a School Improvement Plan was completed and accepted by the sponsor and the Ohio Dept. of Education

The department will review student performance data annually to evaluate progress and improvement of all districts and schools, reporting them on the Ohio Report Card.



Our Title I Plan for 2021

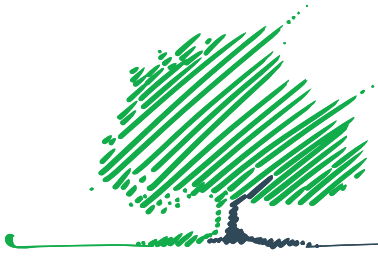
- Our school participates in a School Wide Program.
 - In 2021, the school will implement it's School Improvement Plan
 - School-wide programs have flexibility in using their Title I funds, in conjunction with other funds in the school, to upgrade the operation of the entire school.
 - School-wide programs must conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual review of the effectiveness of the school-wide program that is revised as needed.



Our Title I Plan for 2021

Title I Program for 2021 consist of the following:

- Offer intervention opportunities during the school day to target students who are struggling in math and reading.
- Implement daily guided reading lessons utilizing all staff members.
- Improve on the quality of professional learning experiences by using assessments to do a universal screening assessment to determine students' strengths and weaknesses.
- Teachers will participate in professional development in the area of NWEA, reading and core instruction.
- New to 2021 is mandatory Title XI staff training, implemented through Safe Schools.



Our Title I Plan for 2021

The Needs Assessment Data consists of the following:

- HS Assessment Professional Development
- Literacy Supports
- Computers and Technology
- Instructional Materials for classrooms
- Parent Involvement Activities
- Teacher Training/Staff Development
- Special Education Intervention Specialists



Title I and IDEA Staff

Title I Staff:

English Instructor

Math Instructor

Academic Coaches

IDEA:

Intervention Specialist(s)

Title IV:

DOR Specialist (Director)



Parent Guardian Involvement

The law states that parents in Title I schools:

- Must be a part of developing a written parent involvement policy that is distributed to all parents.
- Have a right to be involved in the planning and implementation of the parent involvement program in their school.
- Can receive materials and training for parents and staff to foster greater parent involvement.
- Must have the opportunity to jointly develop, with school staff, a school parent compact that 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 standards.
- Have the right to know the qualifications of their child's teacher and paraprofessional information on the level of achievement of their child, if their child is being taught by someone who is not "properly credentialed" and will be in that position for 4 or more weeks, the school's parent policy, and have input in the decisions that are in the policy.



Parent Guardian Involvement

The District and School Level Parent Involvement Policies are available to you in your school packet received at the beginning of the year and on our school website. Please provide us with your feedback on these policies. Your thoughts are valuable to us.

Our Parent Involvement Plan for 2021 includes the following components:

- Annual Orientation for parents
- Flexibly scheduled parent meetings
- Meetings to share information about Title 1
- Guardian - teacher conferences
- Ongoing parent communication
- School-parent compact outlining the shared responsibility of student learning
- Annual surveys regarding parent involvement and the school-wide plan
- Activities designed to encourage parent involvement
- Training for parents in order to help them feel more comfortable and confident at school



Parent Guardian Involvement

Ways you can be involved:

- Attend family literacy nights
- Attend all guardian teacher conferences
- Attend events
- Volunteer your time at the school
- Talk to your child about school
- Check homework nightly
- Have high expectations for your child
- Expect results – Expect completion of academics for grade level promotion



Cares/ESSER Funds

- The school has utilized Cares funds for student support supplies, cleaning supplies and/or cleaning services.
- ESSER funds are being utilized for student support supplies, staff support, cleaning supplies and/or cleaning services.



Title IX Coordinator

The **Title IX coordinator** is responsible for coordinating the recipient's responses to all complaints involving possible sex discrimination. This responsibility includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate.

In 2021, the school has added a Title IX Coordinator: Leigh Ann King

LAKing@Oakmontedu.org

330.476.4114 x 704



What Have We missed?

- Events you would like to see?
 - 1. Student Socials
 - 2. Field-Trips/Virtual
 - 3. Band / Chorus
 - 4. Play / Theatre
 - 5. Career Fair
- What do you need for your child?
 - 1. Social Emotional Support
 - 2. Peer Mentoring
 - 3. Career Coaching
 - 4.
 - 5.



Important Dates and Further Information

Upcoming Dates to Remember:

- Progress Reports – Oct 6, 2020 & Jan 20, 2021
- Parent Conferences - Oct 14, 2020 & Jan 27, 2021
- Ribbon Cutting & Open House – October 28, 2020
- Testing Dates: OGT Testing (On-line) - 9/1, 11/1, 12/1 – 7/30/2021

For further information on Title I visit the following websites or contact the Federal Programs Director, Leigh Ann King at: LAKing@Oakmontedu.org or call 740.501.3411.

Website: www.cypresshigh.org



Questions and Closing

- If you have child specific questions please wait until after the meeting and see one of us individually, we will be glad to discuss any questions with you personally.
- Thank you for coming, we greatly appreciate your input and participation. We look forward to a wonderful year together.
- Before leaving be sure you have signed in on the sign-in sheet.
- Have a great night.



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