



# Curington Elementary School Fall Meeting

Annual Title I

Evening Meeting

November 14, 2023

Curington Elementary Library

5:00 pm – 6:30 pm





# Welcome to Annual Meeting of Title I, Part A Parents and Families

[Link to Boerne ISD Federal Programs Webpage](#) and Title I  
Program Evaluation Surveys



# Why Are We Here?

- The Elementary and Secondary School Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services.
- The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.



# What You Will Learn:

- What it means to be a Title I, Part A Targeted Assistance school
- A 1% “set-aside” for parent and family engagement and its allowable uses
- The Campus Improvement Plan (CIP) and Title I plan
- The School Parental Involvement Policy and the School-Parent Compact
- How to request information about the qualifications of my child’s teachers
- How to request a meeting
- What curriculum is used
- How and when parents and families will be notified if their child is taught by a teacher who is not certified in a content area
- How and when the annual evaluation of the parent and family engagement policy and program will be conducted
- The ways in which parents and families can be involved to partner with the school to share the responsibility for improved student academic achievement

# What is a Title I School?

Being a Title I, Part A school means receiving federal funding (Title I, Part A dollars) to **supplement** the school's existing programs. These dollars can be used for...

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards.
- Purchasing supplemental staff, programs, materials, and supplies.
- Boerne ISD currently elects to spend the bulk of the funds on salaries.
- Parents are encouraged to give input on how we spend the funds.

*The total Title I, Part A allocation to Boerne ISD is \$609,964. **Boerne ISD, with input from stakeholders, currently elects to spend the bulk of the funds on salaries.** The district has allocated approximately \$558,000 in salaries for 10 people (2 teachers and 1-2 teaching assistant per campus). We reserve 1% for parent activities such as this (\$6600). An amount is set aside for mandatory provisions (homeless youth and youth living at neglected and delinquent facilities) and the allowable 4% we can use for indirect expenses. BISD allocates \$178,559 to CES for salaries for extra personnel most other campuses don't have. Additionally, the campus has \$8500 they can spend on other activities. The current plan is to spend it on teacher professional development and technology devices.*

# 1% “Set-Aside”

Any school district with a Title I, Part A allocation exceeding \$500,000 is required by statute to set aside 1% of its Title I, Part A allocation for parent and family engagement. Of that 1%, 5% may be reserved at the LEA for district-wide initiatives and administrative expenses related to parent and family engagement.

- Of the 1%, 95% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement
- Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

# District Title I Plan

The District Title I Plan addresses how we will use Title I, Part A funds within the district. Typically, in Texas, the elements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and are included in the Title I Handbook you should have received. Topics include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement
- Title I parents have the right to be involved in the development of this plan

*The District Improvement Plan is available on the district website under Informational Postings and was in the Handbook you received. Please contact your child's principal if you need the plan translated.*

# Campus Improvement Plan

The school's Campus Improvement Plan (CIP) includes:

- A needs assessment and summary of data
- Goals, objectives, and strategies to address the academic needs of students
- Professional development needs
- Coordination of resources and services
- Identification of Title I, Part A funds and expenditures
- Strategies from the school's parental involvement policy
- Title I parents have the right to be involved in the development of the CIP

*The Campus Improvement Plan is available on the district website and the campus website under Informational Postings. Please contact your child's principal if you need the plan translated.*



# Parent and Family Engagement Policy (included in the Handbook you received)

The policy addresses how the school will implement the parent and family engagement program. The policy includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
- Provide timely information about parent and family engagement activities
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child
- Title I parents have the right to be involved in the development of the school policy

# Parent Involvement Opportunities

- Title I Parent Events (Fall and Spring)
- Teacher-Parent Conferences
- School Activities such as open house and activity nights
- Joining the campus Parent-Teacher Organization

# Teacher Qualifications

In compliance with the requirements of the Every Student Succeeds Act, we would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

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 qualifications 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.

If you wish to request information concerning your child's teacher(s) and/or paraprofessional's qualification, please contact your child's principal.

# Elementary Curriculum and Resources

Language Arts/Reading	Math	Science	Social Studies
TEKS Resource System	TEKS Resource System	TEKS Resource System	TEKS Resource System
<ul style="list-style-type: none"> <li>• Texas myView Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Eureka Math TEKS Edition</li> </ul>	<ul style="list-style-type: none"> <li>• PhD Science, TEKS Edition</li> </ul>	<ul style="list-style-type: none"> <li>• Studies Weekly</li> </ul>
<ul style="list-style-type: none"> <li>• Texas miVisión Lectura</li> </ul>	<ul style="list-style-type: none"> <li>• Eureka Math EDICIÓN PARA TEKS</li> </ul>	<ul style="list-style-type: none"> <li>• Science Gizmos</li> </ul>	<ul style="list-style-type: none"> <li>• Semanal de estudios de Texas</li> </ul>
		<ul style="list-style-type: none"> <li>• Stemsscopes 2.0</li> </ul>	

# Annual Evaluation

- The content and effectiveness of the parental involvement policy and program must be evaluated annually. *Boerne ISD asks for parent questionnaires and surveys.*
- Identify barriers to participation in parental involvement. *Please share ideas about how to increase parental involvement (time of meeting, content of meeting, etc.).*
- Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact. *Our surveys reflect general satisfaction about the program. However, there is some feedback about parents wanting more information about how their child is progressing academically.*
- The surveys are paper surveys distributed at our Spring parent event and an electronic survey sent out at the end of the school year.

# School-Parent Compact

The school-parent compact is a written agreement...

- That addresses high-quality curriculum and instruction
- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences (required in elementary schools)
- That affirms the importance of parents and families in decisions relating to the education of their children
- Title I parents have the right to be involved in the development of the school-parent compact

# BOERNE ISD

## PARENT-SCHOOL COMPACT

It is our belief that student success is founded on the cooperative efforts of students, parents, and school staff. This compact is a three-way partnership established to support students in the learning process.

### **AS AN INVOLVED PARENT/CAREGIVER, I WILL STRIVE TO:**

- Believe my child can learn; strive to help my child succeed daily
- See that my child attends school regularly and is on time
- Supervise television watching by replacing it with reading, talking, and listening to my child
- Set aside a specific time/place to complete daily reading tasks with my child
- Show respect and support for my child, the staff, and the school
- Participate in decisions relating to the education of my child and his/her positive use of extracurricular time
- Attend scheduled parent-teacher conferences/meetings
- Volunteer, when possible, in my child's classroom
- Sign and return all papers that require a parent or guardian signature

### **AS AN INVOLVED STUDENT, I WILL STRIVE TO:**

- Believe that I can learn and work toward success daily
- Show respect for myself, my school, and other people
- Attend school regularly
- Complete assigned reading tasks daily
- Discuss with my parents what I am learning in school

### **AS AN INVOLVED TEACHER, I WILL STRIVE TO:**

- Believe that each child can learn
- Motivate and respect each child
- Provide an environment that promotes active learning
- Respect and value the uniqueness of each child and his/her family
- Hold regularly scheduled parent-teacher conferences/meetings
- Provide quality instruction enabling students to meet the State's student academic achievement standards
- Demonstrate professional behavior and a positive attitude
- Monitor each child's academic progress through ongoing assessment
- Maintain open lines of communication with students and parents



# SUGGESTIONS FOR CHANGE

The Parent and Family Engagement Policy and Parent-School Compact are always subject to revision so that they reflect the values and input from all stakeholders. If you would like to see something added or changed, please feel free to make that suggestion at this time or include it on your parent survey next semester.

Are there any suggestions for change?



# Who do I contact to request a meeting?

- Curington Elementary (830)357-4000
- Classroom Teacher – Recommended 1<sup>st</sup> Point of Contact
  - Principal: Talia Hernandez  
[Talia.Hernandez@boerneisd.net](mailto:Talia.Hernandez@boerneisd.net)
  - Counselor: Veronica Torres  
[Veronica.Torres@boerneisd.net](mailto:Veronica.Torres@boerneisd.net)
  - Reading Interventionist: Kay Batch  
[Kay.Batch@boerneisd.net](mailto:Kay.Batch@boerneisd.net)
  - Math Interventionist: William Gollihar  
[William.Gollihar@boerneisd.net](mailto:William.Gollihar@boerneisd.net)

# Support Your Child's Education

- Share a love of learning
- Read to your child
- Ask your child to read to you
- Limit electronic device/tv time
- Take advantage of the public library and the school media center
- Show interest in your child's school day
- Ask questions
- Ask to see homework
- Encourage good study habits
- Praise their efforts
- Of all the factors that determine student outcomes, family engagement is at the top of the list. Partnership between schools and families can improve students' grades, attendance, persistence, and motivation.

# Questions

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# Notes from the Meeting

Mr. Gollihar welcomed the parents and families and made introductions. The students were dismissed from the meeting and joined Ms. Constance Keremes from Patrick Heath Public Library for story time while the parents participated in the Title I meeting. Mrs. Charest began the meeting and covered the material in the presentation slides. One parent asked a question about when a class might be taught by an uncertified teacher and Mrs. Charest responded with scenarios such as a long-term substitute who was not certified, or a position that the district could not fill. She explained that Boerne ISD typically does not have difficulty hiring teachers except in some specialty positions such as bilingual teachers. When discussing the Campus Improvement Plan (CIP), parents asked for more explanation about it. Mrs. Charest summarized the process involved in developing a CIP such as conducting a needs assessment and honestly evaluating campus strengths and weaknesses. She included examples such as student performance on assessments, attendance, and teacher retention. Ms. Hernandez, principal, explained to the parents that attendance was one of the areas of focus and that currently, CES had an attendance rate of about 91% and that the goal is that it is above 96%. She went on to explain the impact of missed instruction on students – that teachers are unable to completely replicate lessons taught after a student returns and has make-up work. Mrs. Charest asked for recommendations for change in the Parental Involvement Policies or School-Parent Compact and there were none. She also explained the evaluation process – paper surveys at the last meeting of the year and electronic sent to all parents in May. She also explained that the surveys were recently added to the Federal Programs website (location reviewed) and that parents are welcome to submit feedback at any time of year. At the conclusion of the meeting, the students rejoined the parents for reading and math activities developed around a tailgating theme. The activities were activities that could easily be incorporated into the home setting for math and reading reinforcement. Refreshments were available to all attendees while they visited and participated in the activities. Constance Keremes visited with parents of very young children about a new program at the public library in the spring.