

Welcome To Back To School Night

Francis C. Hammond Middle School
Wednesday, September 13, 2023





FRANCIS C. HAMMOND ADMINISTRATORS

Who Are Your Administrators?



Mrs. Buster-Singleton
Principal



Dr. Byrd
6th Grade



Ms. Fudd
7th Grade



Mrs. Frye
8th Grade



Mr. Brannon
International Academy

FRANCIS C. HAMMOND

DEANS and Student Resource Coordinator



Deans and Student Resource Coordinator:

help students understand the rules of the school and solve problems in healthy ways.



MS. LEE
Dean of Students
6th Grade
8th Grade
(Teams 8-1, 8-2, & IA 6/)



Mr. Jackson
Dean of Students
7th Grade
8th Grade
(Teams 8-3, 8-4, & IA 8)

FRANCIS C. HAMMOND

Coordinators



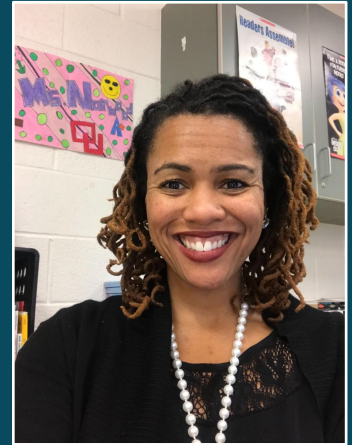
Ms. Henry
Communities In Schools
Coordinator



Jacenta Collins
Special Education
Accountability
Specialist



Mr. Chapman
School Improvement
Coordinator



Mrs. Thomas
Advanced Academic Services
Resource Teacher

FCH SCHOOL COUNSELORS



RAMP CERTIFIED School Counselors:

help students transition to middle and high school, solve problems in healthy ways, be successful academic



Ms. Jackson
A-I



Ms. Harris
Director of Counseling

6th Grade



Ms. Hill
J-Z

FCH SCHOOL COUNSELORS



Ms. Washington
A-K

7th Grade



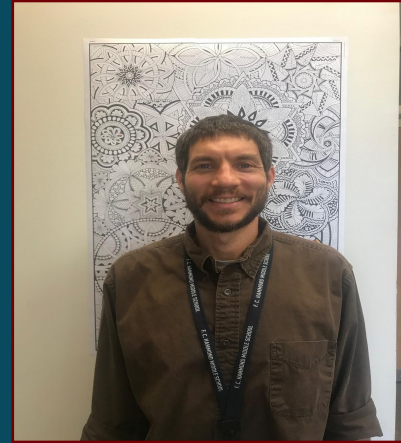
Ms. Daniels
L-Z

FCH SCHOOL COUNSELORS



Ms. Greene
A-K

8th Grade



Mr. Radmacher
L-Z

FCH SCHOOL COUNSELORS



Mrs. Alestock

Rising Higher



International Academy

Ms. Migliorini



Ms. Square

FRANCIS C. HAMMOND

Social Workers, Psychologist, and Nurse



Ms. Corchado
Social Worker
A-J



Ms. Neptune
Social Worker
K-Z



Ms. Reynolds
Psychologist



Ms. Reeves
School Nurse

FRANCIS C. HAMMOND

Family Liaisons



Ms. Carvajal
Spanish



Mr. Amberber
Amharic

Ms. Benghanem
Arabic



FCH Advisory



- Meets Daily
- Core Elements:
 - Building relationship
 - Social and emotional learning
 - Acquiring college readiness skills
- Structured Lessons
 - Make a Plan Monday
 - Teach Me Tuesday
 - Wellness Wednesday
 - Thankful Thursday
 - Fun Friday

Annual 2023-2024 Title I Presentation



What is Title I?



Title I funding allocated to schools based on the percentage of student receiving free/reduced lunch.

Our 2022-2023 percentage was 77%. We will receive our new percentage at the end of the year based upon:

- Community Eligibility Program (CEP)
- Student Population - 1519 students

The Purposes of Title I



To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps.”

- Develop and implement a well-rounded program of instruction to meet the academic needs of all students
- Provide additional educational assistance to students needing support in meeting challenging state academic standards

The Purposes Of Title I



2. Title I funds are designed to provide supplemental assistance to schools with high concentrations of poverty, but meant to serve all children demonstrating the greatest academic need

All Title I Schools are responsible for....



- Holding an annual Title I meeting
- All teachers meeting state licensure/endorsement requirements
- All IA's have either 2 years of college, an AA degree, or pass a state-sanctioned assessment
- Sending required letters for staff who do not meet the requirements
- Maintaining current Title I policies and plans
- Having a parent/family advisory group
(can be PTA) and also running all requirements through Leadership/SLT

Required Parental Communications



- All letters must be translated if this is a need in your school community
- Right-to-Request – all Title I schools
 - Send out within the first weeks of school
- 4 Week Letter
 - Should go out after any teacher not properly licensed and/or endorsed has been teaching for 4+ weeks
 - Be sure to also send in cases of long-term subs not properly licensed or endorsed teaching for 4+ weeks
 - Rolling monitoring for teachers who don't start on first day of school to determine 4 week mark and new long-term subs as teachers periodically go out

Right-to-Request Letters

1. Inform families of their right to request information about the teachers and paraprofessionals that work with their children
2. When requests are received, the evaluator of record (generally the principal) should request the details from HR and prepare these to share with the requesting parent(s)



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Superintendent
Dr. Gregory C. Hutchings, Jr.

School Board

Chair
Cindy M. Anderson

Vice Chair
Veronica R. Nolan

Members
Meagan L. Alderton
Ramee A. Gentry
Jacinta Greene
Margaret Lorber
Michelle Ratf
Christopher A. Suarez
Heather Thornton

October 2020

Dear Cora Kelly Parents and Guardians,

On December 10, 2015, the *Every Student Succeeds Act (ESSA)* was signed into law. Section 1112(e)(1)(A) states that as a family attending a Title I school, you have the right to request information about the qualifications of the classroom staff working with your child.

If you request this information, the school division will provide you with answers to the following questions as soon as possible:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status because of special circumstances.
- Whether the teacher is teaching in the field of discipline of the certification or degree he/she received
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Virginia Department of Education maintains a web portal which may answer all of these questions. However, for certain new teachers, the information may not be updated immediately. The web address for this service is:
<https://p1pe.doe.virginia.gov/tinfo/>

If you would like to request any of this information, please contact me at (703) 706-4420 or by e-mail at jasibi.crews@acps.k12.va.us. Should you have any other questions regarding your child's education, please don't hesitate to reach out to me.

Sincerely,

Jasibi Crews-West
Principal
Cora Kelly School for Math, Science & Technology

Cc: Natalie M. Mitchell
Director of Title I Programs and School Improvement

4 Week Letters

1. Inform families that their child has been taught for four or more consecutive weeks by a teacher who is not properly licensed or endorsed
2. This requirement also applies to long-term substitutes that are not fully licensed or certified in the subject they are teaching.



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[@ACPSk12](https://twitter.com/ACPSk12)
facebook.com/ACPSk12

October 9, 2020

Dear Parents and Guardians of Patrick Henry School,

The *Every Student Succeeds Act (ESSA) of 2015* was signed into law on December 10, 2015. Section 1112(e)(B)(ii) of the law states that any school that receives Title I funds must inform parents if their child is assigned a teacher for four or more consecutive weeks who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

According to our records, Mr. ----- is seeking appropriate State licensure, but has not received their certification documents from the Virginia State Department of Education yet. Of course, central office staff and I are working with Mr. ----- so that he may meet this specific requirement as quickly as possible.

Mr. ----- holds a teaching certification and license in the State of New York in the area of Physical Education-K-12. He successfully completed his undergraduate studies at the State University of New York-Binghamton in the area of Neuroscience and his graduate studies at City University of New York at Brooklyn College in the area of Physical Education. We are confident in his ability to provide your child with a quality education.

We are dedicated to providing the best possible education for your child. Please feel free to contact the principal, Ingrid Bynum, at (703) 461-4170 if you would like additional information or if you have any questions.

Sincerely,

Ingrid Bynum, Ed.S.
Principal
Patrick Henry School

Cc: Natalie M. Mitchell
Director of Title I and School Improvement Programs

English Learner (EL) Notifications



Every year, the EL Office will notify the families of all EL students to inform that their student(s) is eligible to receive EL services and what those services are. If your child is an EL student and you did not receive notification, you can contact the EL Office 703-619-8000.

Assessment Policy



ACPS does not have an Assessment Participation Policy. However, the division Student Assessment webpage states:
"Parents have the right to refuse any state or school division assessment on an annual basis. Please contact your student's school for more information."

Schoolwide Plans and Policies



HOW DO WE PRIORITIZE SPENDING FOR OUR TITLE I BUDGET?

Spending is prioritized based upon our Schoolwide Plan

CONTENT GOALS

All Content Areas
To Support
Reading and Math

GAP GROUPS

English Learners,
Students With
Disabilities, and
Hispanic Students

FAMILY AND COMMUNITY ENGAGEMENT

Increasing Parent
Participation In
School-Planned Events and
Activities



Parent And Family Engagement Policies and Compacts



Parent and Family Engagement Policy



A school served under Title I, Part A must develop a written Parent and Family Engagement (PAFE) Policy that is reviewed yearly and describes how the school will:

1. Jointly develop the policy with parents
2. Convene an annual meeting
3. Offer a flexible number of meetings at a variety of times
4. Involve parents/family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan
5. Implement an effective means of outreach to parents of English learners, in a language the parents can understand
6. Provide parents/family members of participating children timely information about programs under Title I, Part A, a description and explanation of the curriculum and academic assessment used at the school, the proficiency levels students are expected to meet, and, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;
7. If the schoolwide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency

PAFE Policy Cont'd



✓ Capacity Building...

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and district must:

1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
2. Provide materials and training to help parents to work with their children, such as literacy training and using technology
3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.
4. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

PAFE Policy Cont'd



- ✓ Address the importance of communication between teachers and parents/families on an ongoing basis through, at a minimum —
 1. Parent/Family-teacher conferences , at least annually, during which the compact shall be discussed as it relates to the individual child's achievement
 2. Frequent reports to parents on their child's progress
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that families can understand
- ✓ The policy also includes a host of activities that are allowable that the school may engage in
- ✓ Address accessibility requirements
- ✓ The final component regards the adoption of the policy and the signatures of those involved in revising it

Parent and Family Engagement



1. Parent engagement makes up 1% of our Title I Budget
2. Programs and activities will be planned throughout the school year to support meaningful school engagement.

Our Title I Award - 2016-2017 to 2023-2024



Salary and Benefits – \$836,723



- 1 School Improvement Coordinator
- 1 Math intervention teacher
- 1 Special Education Accountability Specialist
- 1 EL Core Teacher - Math
- 1 EL Core Teacher - ELA (International Academy)
- 1 EL Core Teacher (International Academy)
- 1 Part-Time Teacher Online Parent English Classes
- Link Club After School Program (Family Engagement Coordinator/Family Engagement Assistant/3 Mentor Teachers)

Back To School Night Format



FCH | Back-to-School Night Bell Schedule Wednesday, September 13, 2023



Period	Time
Advisory FCH Admin Greeting and Title 1 Meeting	6:00pm - 6:15pm
Period 1	6:20pm - 6:30pm
Period 2	6:35pm - 6:45pm
Period 3	6:50pm - 7:00pm
Period 4	7:05pm - 7:15pm
Period 5	7:20pm - 7:30pm
Period 6	7:35pm - 7:45pm
Period 7	7:50pm - 8:00pm

Save the Dates



- Interims
 - Friday, September 22, 2023
- Parent-Teacher Association Meeting
 - Tuesday, September 26, 2023
 - 6:30 PM
- Parent-Teacher Conferences
 - Thursday, September 28, 2023
 - 8:30 AM -3:30 PM
 - ParentSquare Sign-Up
 - Students are out of school
 - Friday, September 29, 2023
 - 8:30 AM-12:00 PM
 - ParentSquare Sign-Up
 - Students are out of School & TWD in the Afternoon
- End of the Quarter
 - Friday, October 27, 2023

FCH Contact Information



Francis C. Hammond Middle School
4646 Seminary Road
Alexandria, VA 22304

Telephone Number: 703-461-4100

Email: fchammond@acps.k12.va.us

Thank YOU



It is our goal to inspire, engage, and educate our young scholars.

Thank you for being a collaborative partner in the educational journey of your student.

Dean's Updates

Annual 2022-2023 Title I Presentation



What is Title I?

Title I funding allocated to schools based on the percentage of student receiving free/reduced lunch.

Our 2021-2022 percentage was 84%. We will receive our new percentage at the end of the year based upon:

- Community Eligibility Program (CEP)
- Student Population - 1510 students



The Purposes Of Title I

1. To provide *all children* significant opportunity to receive a **fair, equitable, and high-quality education**, and to **close educational gaps**.
 - a. Develop and implement a well-rounded program of instruction to meet the academic needs of all students
 - b. Provide additional educational assistance to students needing support in meeting challenging state academic standards
2. Title I funds are designed to provide supplemental assistance to schools with high concentrations of poverty, but meant to serve all children demonstrating the greatest academic need



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- ✓ Holding an annual Title I meeting
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- ✓ Sending required letters for staff who do not meet the requirements
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Required Parental Communications

All letters must be translated if this is a need in your school community

- **Right-to-Request – all Title I schools**
 - Send out within the first weeks of school
- **‘4 Week Letter’**
 - Should go out after any teacher not properly licensed and/or endorsed has been teaching for 4+ weeks
 - Be sure to also send in cases of long-term subs not properly licensed or endorsed teaching for 4+ weeks
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Cc: Natalie M. Mitchell
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To Support
Reading and Math

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Increasing Parent
Participation In
School-Planned Events and
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Parent And Family Engagement Policies and Compacts

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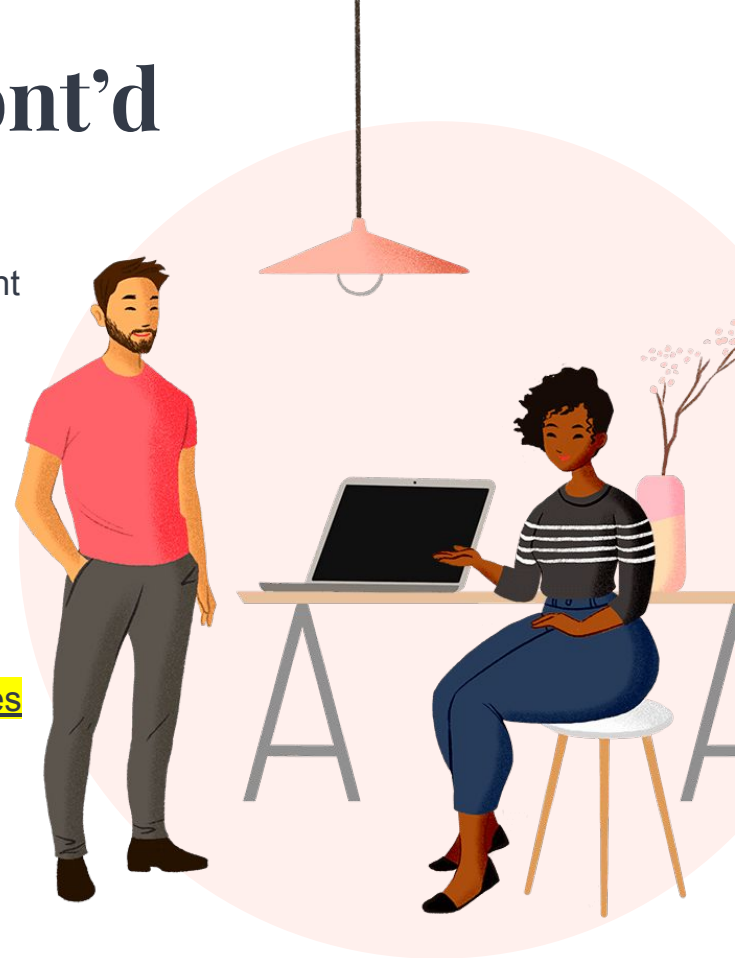


PAFE Policy Cont'd

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Parent and Family Engagement

- Parent engagement makes up 1% of our Title I Budget
- Programs and activities will be planned throughout the school year to support meaningful school engagement.



Questions?



Electives- Intervention Teachers

Math 180 – Ms. Evans and Mrs. Lee

MATH 180 is **our Tier 3 math intervention program** designed to address the needs of struggling students and their teachers equally, building students' confidence with mathematics and accelerating their progress to algebra.

Number Worlds – Mrs. Nelson

Number Worlds is our Tier 3 Math intervention program for students with disabilities. *Number Worlds* provides instruction for students who are one to two grade levels behind their peers in mathematics. Daily lesson activities emphasize using communication, logic, reasoning, modeling, tools, precision, structure, and patterns to solve problems.

Electives- Intervention Teachers

Read 180 – Mrs. Simmons and Mr. Magee

READ 180 is the our Tier 2 blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for struggling students .

Flex/Just Words – Ms. Buzzella

Flex Reading Intervention - *FLEX Literacy* is our Tier 3 intervention program for students with disabilities. It uses embedded scaffolded instruction, practice, assessment, acceleration, remediation, and review opportunities to provide comprehensive reading and language arts instruction that is engaging, effective, and easy to use. It is designed to reach students of all levels, from Beginning Reader to 1300L.

Just Words - Just Words® is our Tier 3 Reading Intervention program. Just Words uses a highly explicit, multisensory decoding and spelling program for students who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.