

Marietta City Schools: Park Street Elementary

Title-I: Parent's Right to Know

Escuelas de la ciudad de Marietta: Escuela
Primaria Park Street Título-I: El derecho de
los padres a saber



What is Title-I?

Title I is a federal program that provides opportunities for the children served to acquire the knowledge and skills necessary to meet the challenging state content standards as measured by Georgia Milestones Assessment System.

- Title I resources are distributed to schools where the needs are the greatest. Decisions for the utilization of these funds are made at the school level by the school governance teams ensuring that parents have a voice in the way Title funds are spent.
- Decision making at the district level includes parental input by means of a Federal Programs Advisory Committee. This advisory committee is made up of parents, teachers and administrators who meet twice a year to discuss Title programs throughout the district. All parents and community members are welcome to attend these meetings.

Title I, Part A is a part of the Elementary and Secondary Education Act of 1964 (ESEA).

- This act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

Source: <https://www.marietta-city.org/Page/2176>



¿Qué es el Título I?

El Título I es un programa federal que brinda oportunidades para que los niños que reciben servicios adquieran el conocimiento y las habilidades necesarias para cumplir con los desafiantes estándares estatales de contenido según lo determina el Sistema de Evaluación Georgia Milestones.

- Los recursos del Título I se distribuyen a las escuelas donde las necesidades son mayores. Las decisiones para la utilización de estos fondos se toman a nivel escolar por los equipos de gobierno escolar, lo que garantiza que los padres tengan voz en la forma en que se gastan los fondos del Título.
- La toma de decisiones a nivel de distrito incluye la opinión de los padres por medio de un Comité Asesor de Programas Federales. Este comité asesor está formado por padres, maestros y administradores que se reúnen dos veces al año para hablar sobre los programas de Título en todo el distrito. Todos los padres y miembros de la comunidad son bienvenidos a asistir a estas reuniones.

El Título I, Parte A es parte de la Ley de Educación Primaria y Secundaria de 1964 (ESEA).

- Esta ley proporciona fondos federales a través del Departamento de Educación de Georgia a las agencias educativas locales (LEA) y las escuelas públicas con un alto porcentaje de niños pobres para ayudar a garantizar que todos los niños cumplan con los exigentes estándares estatales de contenido académico y rendimiento académico de los estudiantes.

Source: <https://www.marietta-city.org/Page/2176>



Title-I: Part A – Parent Involvement

Marietta City Schools (MCS) is committed to the mission of preparing each of our students, through academic achievement, for college, career and life success.

- The district recognizes that parents are the child's first and most important teacher and encourages parent engagement in all Title I programs and other educational programs such as Early Intervention Program (EIP), English Learners (EL), Neglected and Delinquent, and Special Education.
- The MCS Parental Involvement Plan supports and encourages a positive relationship between the home and the school. A continuous effort is made to nurture the partnership with the parents and the school community.
- The MCS Parental Involvement Plan is written and approved by the system level Federal Programs' Advisory Committee.

The purpose of parental involvement under Title I is to promote active engagement among local school officials and staff, education leaders, technical assistance providers, parents, parent advocacy organizations, parental involvement coordinators/ liaisons, and others working to improve student achievement and learning.

Source: <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Engagement-Program.aspx>



Título 1: Parte A – participación de los padres

Las Escuelas de la Ciudad de Marietta (MCS) están comprometidas con la misión de preparar a cada uno de nuestros estudiantes, a través del logro académico, para el éxito universitario, profesional y en la vida.

- El distrito reconoce que los padres son los primeros y más importantes maestros del niño y fomenta la participación de los padres en todos los programas de Título I y otros programas educativos como el Programa de intervención temprana (EIP), Estudiantes de inglés (EL), Descuido - delicado y Educación especial
- El Plan de Participación de los Padres de MCS apoya y fomenta una relación positiva entre el hogar y la escuela. Se hace un esfuerzo continuo para fomentar la asociación con los padres y la comunidad escolar.
- El Plan de Participación de los Padres de MCS está redactado y aprobado por el Comité Asesor de Programas Federales a nivel del sistema.
 - . El propósito de la participación de los padres bajo el Título I es promover la participación activa entre los funcionarios y el personal de la escuela local, los líderes educativos, los proveedores de asistencia técnica, los padres, las organizaciones de defensa de los padres, los coordinadores/enlaces de participación de los padres y otros que trabajan para mejorar el rendimiento y el aprendizaje de los estudiantes.

Fuente: <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Engagement-Program.aspx>



Teacher Qualifications: Is my child's teacher highly qualified?

- Parents of students in Title I schools have the right to know the professional qualifications of staff working with their child.
- Please talk with Mr. Soto if you have any questions related to teacher qualifications.
- **Park Street:** 100% of Park Street's certified staff meets the highly qualified designation under the Georgia Professional Standards Commission.



¿Está altamente calificado el maestro de mi hijo?

- Los padres de estudiantes en escuelas de Título I tienen derecho a conocer las calificaciones profesionales del personal que trabaja con su hijo.
- Hable con el Sr. Soto si tiene alguna pregunta relacionada con las calificaciones de los maestros.
- **Park Street** : el 100 % del personal certificado de Park Street cumple con la designación altamente calificada de la Comisión de Estándares Profesionales de Georgia.



Why does our school receive Title-I funding? ¿Por qué su escuela recibe fondos del Título I?

Based on 2022 FTE and Free and/or Reduced Lunch qualification
Basado en 2022 FTE y calificación de almuerzo gratis o reducido

School	% of Free & Reduced Numbers are “unofficial” until state approves (tent. 11/2023)
ALB	49.11%
DUN	86.29%
ELC	45.51%
HH	66.09%
LH	79.20%
MCAA	32.27%
MHS	56.44%
MMS	62.81%
MSGM	65.47%
PS	88.55%
SR	75.08%
WS	14.15%
DISTRICT	61.5%



How does Park Street utilize Title-I funds?

Early Intervention Teachers -

ESOL teachers

Reading Specialist

Literacy & Mathematic resources

Consumable supplies for teachers and students



¿Cómo utiliza Park Street los fondos del Título I?

Maestros de intervención temprana-

Maestros de ESOL

Especialista en Lectura

Recursos de alfabetización y matemáticas

Suministros consumibles para profesores y estudiantes.



How are students identified for intervention support?



Georgia Department of
Education EIP rubric



Kindergarten screener



Measure of Academic
Progress (MAP) Data



Georgia Milestones



¿Cómo se identifican los estudiantes para el apoyo de intervención?



Rúbrica EIP del
Departamento de
Educación de Georgia



Evaluación del Kinder



Datos de la Medida de
Progreso Académico
(MAP)



Prueba “Milestones”



Marietta City Schools Title-I Family Guide

WAYS PARENTS CAN ENGAGE IN THEIR CHILD'S EDUCATION!

Become active in your Title I Program by doing the following:

LEARN more about the school, curriculum, special programs, Title I, and your rights and responsibilities

TEACH your child in ways that will add to what the teacher is doing



EVERY STUDENT SUCCEEDS ACT (ESSA)

In December 2015, the U.S. Congress reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. The new law named the Every Student Succeeds Act (ESSA) focuses on the clear goal of fully preparing all students for success in college and careers.

Reward Schools

Title I schools that are either among the State's highest performing schools or schools with significantly high progress are identified annually. Highest Performing Reward Schools are among the highest 5% of Title I schools in the state based on the school's 3 year average College and Career Ready Performance Index (CCRPI) Content Mastery Category Performance score. High Progress Reward Schools are among the highest 10% of Title I schools in the state based on the school's 3 year average CCRPI Progress score.

KNOW your rights because knowledge is power

PARTICIPATE and support your child academically at school and home

MAKE DECISIONS about your child's education and academic program

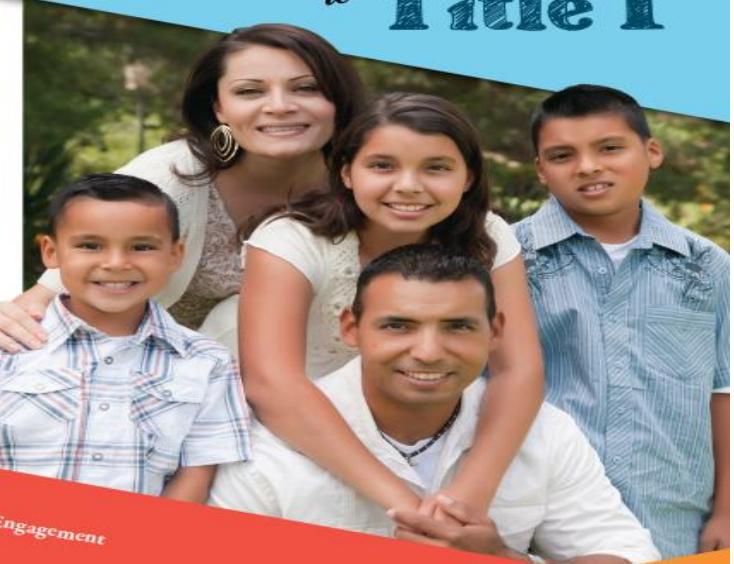
KEEP IN CONTACT with your child's teacher through phone, e-mail, online, or face-to-face conversations

This brochure was designed by the Family-School Partnership Program

Office of Federal Programs
1854 Twin Towers East
205 Jesse Hill Drive, SE
Atlanta, GA 30334

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A FAMILY'S GUIDE to Title I



facebook.com/GaDOEParentEngagement
 [@GaDOEParents](https://twitter.com/GaDOEParents)
partnerships.gadoe.org

Every Student Succeeds Act
(ESSA) of 2015

Marietta City Schools Title-I Family Guide

WHAT IS TITLE I?

Title I is the largest federally funded program for elementary, middle, and high schools. Title I helps students, teachers, and parents!

Through Title I, money is given to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for extra educational services for children most in need of educational help. The focus of the Title I program is on helping these students meet the same high standards expected of all children.

TITLE I PROGRAMS CAN HELP:

- Children do better in school and feel better about themselves
- Teachers understand the needs and concerns of students and parents
- Parents understand their child and be more engaged in the child's education



What is My Role in Supporting My Student's Success?

Parents are an important part of the Title I team and are partners with the school in helping their students achieve.

As the parent of a child in a Title I school, you have the right to:

- Be *engaged* in the planning and implementation of the parent and family engagement policy and program in your school
- *Ask* to read the progress reports on your child and school
- *Request* information about the professional qualifications of your child's teacher(s) and/or paraprofessionals including the degrees and certifications held, and whether the teacher is certified in their respective area of instruction
- Help to *decide* if Title I is meeting your child's needs, and offer suggestions for improvement
- *Ask* about your child's school designation under the Every Student Succeeds Act (ESSA), Title I, Part A
- *Know* if your child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification, licensure requirements, or district requirements for certification
- Help *develop* your school's plan for how parents and schools can work together



What is the State's Role in Supporting My Student's Success?

The Georgia Department of Education is required to carry out the following actions under Title I:

- Partner with other agencies and institutions to provide leadership and guidance to local educational agencies (LEAs) and schools in accord with Section 1116, of the Every Student Succeeds Act (ESSA) to enable parents to become strongly involved in their children's education
- Disseminate to LEAs and schools information about effective family engagement practices that:
 - Make use of the most current professional research
 - Foster high achievement by all students
 - Lower the barriers to greater participation by parents in the process of review and improvement in school planning
- Provide parents with an easy-to-understand annual state report card regarding student achievement and the professional qualifications of instructional staff
- Review the progress of each LEA annually to determine:
 - If each LEA is carrying out its responsibilities regarding assessment, family engagement, school improvement and support, and the qualifications of teachers and paraprofessionals
 - Monitor compliance with Title I law, including review of the LEA's parent and family engagement policies and practices

What is the School District's Role in Supporting My Student's Success?

Local educational agencies (LEAs) are defined as school districts, county offices of education, and direct-funded charter schools that are responsible for the following actions:

- Plan and implement educational programs, activities, and procedures as required under Title I that engage parents
- Reserve 1% of Title I funds for parent and family engagement activities if the LEA receives more than \$500,000
- Develop a parent and family engagement policy with the participation of parents
- Provide full opportunities for participation of parents with limited English proficiency, disabilities, and parents of migratory children, and when appropriate, in a language and format that they can understand
- Conduct an annual evaluation of the parent and family engagement policy and implement changes based upon the findings of the evaluation
- Build parent capacity by providing literacy and technology trainings that will help parents work with their children to improve academic achievement
- Build capacity of school staff by providing resources that will assist staff in communicating with parents and working in partnership for students' academic success.

What is the School's Role in Supporting My Student's Success?

Some Title I schools are schoolwide programs. This means that school staff work to improve the school's educational program in an effort to increase the achievement of all students, particularly those who are low achieving and thus could benefit from extra supports or services. Other schools may have a targeted assistance program, which means that only certain students and their parents can benefit from the additional services Title I provides. Title I schools are responsible for the following actions:

- Involve parents in the planning, review, and improvement of Title I programs, including the school parent and family engagement policy
- Develop jointly, with the parents of participating students, a school-parent compact focused on academic achievement
- Inform parents in an understandable language and format
- Offer parent meetings at various times or in various formats (schools may also pay for transportation and child care, when reasonable and necessary)
- Provide information to parents about the state standards, curriculum, and assessments and how parents can monitor their child's progress
- Build parent capacity by coordinating and integrating parent programs and activities with other federal, state, and local programs

Shared Responsibility: Teacher – Student – Parent Compact

Families, students, and Faculty at Park Street agree that the responsibility for student achievement requires a unified effort.

- The compact describes how the parent(s) and school can partner together to support student academic progress.
- Title I schools must have a written statement, signed by all parties, listing specific responsibilities of school staff, parents, and students.
- You will receive or should have received this compact with your child's teacher



Responsabilidad Compartida- Pacto entre: Maestros – Estudiantes – Padres

Las familias, los estudiantes y la facultad de Park Street están de acuerdo en que la responsabilidad por el rendimiento de los estudiantes requiere un esfuerzo unificado.

- El pacto describe cómo los padres y la escuela pueden asociarse para apoyar el progreso académico de los estudiantes.
- Las escuelas de Título I deben tener una declaración escrita, firmada por todas las partes, que enumere las responsabilidades específicas del personal escolar, los padres y los estudiantes.
- Recibirá o debería haber recibido este pacto con el maestro de su hijo



State & Local Assessments



MAP Testing (Measures of Academic Progress)

Nationally norm referenced assessment
Locally mandated
Given in Fall, Winter, and Spring
Shared after each assessment



Georgia Milestones Assessments (ELA/Reading/Science/Social Studies)

Nationally norm referenced assessment
State mandated
Given in Spring
Shared in Summer



Evaluaciones estatales y locales



Pruebas MAP (Medidas de Progreso Académico)

Evaluación con referencia a normas nacionales
Obligatorio localmente
Se realiza en otoño, invierno y primavera.
Se comparte los resultados después de cada evaluación



Evaluaciones Georgia Milestones (ELA/Lectura/Ciencias/Estudios Sociales)

Evaluación con referencia a normas nacionales mandato estatal
Se realiza en primavera
Compartido en Verano



How may I work with my child's teacher to support academic achievement?

- Be present (physically and/or communication)
 - Ask questions (email or call)
 - Staff must respond within 24 business hours
- Request a conference
- Read principal and grade level newsletters
- Review daily agendas and address immediate needs
- Volunteer
- Attend Coffee with the Principal / School events



¿Cómo puedo trabajar con el maestro de mi hijo para apoyar el rendimiento académico?

- Estar presente (físicamente y/o comunicación)
 - Hacer preguntas (correo electrónico o llamada)
 - El personal debe responder dentro de las 24 horas hábiles.
- Pedir una conferencia
- Leer los boletines informativos del director y los del grado de su hijo.
- Revise las agendas diarias y aborde las necesidades inmediatas
- Sea voluntario
- Asista a las reuniones con el director llamadas "Coffee with the Principal" y los eventos escolares.



How can I help my child at home?



- Work with your child's teacher as often as needed to discuss his or her progress.
- Be present and available during homework time
- Review all student work that is sent home
- Engage with your child when reading nightly
- Participate in literacy training activities
- Read and review tips that are included in informational pamphlets and newsletters that are sent home or shared

¿Cómo puedo ayudar a mi hijo en casa?



- Trabaje con el maestro de su hijo tantas veces como sea necesario para analizar su progreso.
- Estar presente y disponible durante el tiempo de tarea.
- Revisar todo el trabajo de los estudiantes que se envía a casa
- Interactúe con su hijo cuando lea todas las noches
- Participar en actividades de alfabetización.
- Lea y revise los consejos que se incluyen en folletos informativos y boletines que se envían a casa o se comparten

How does Park Street communicate with families?

Email & Text Messaging

Parent – Teacher Conferences

Phone calls and/or messaging

Weekly Folders (Panther Roar Folder)

Weekly Principal Newsletters: Panther Express

Weekly Grade Level Newsletter

Monthly Refrigerator Calendar

Park Street & Principal's Social Media platforms (Twitter & Instagram)

Other Parent Engagement Opportunities: PTA sponsored events, Coffee with the Principal, etc.



¿Cómo se comunica Park Street con las familias?

Correo electrónico y mensajería de texto

Conferencias de padres y profesores

Llamadas telefónicas y/o mensajes.

Carpetas semanales (Carpeta Panther Roar)

Boletines semanales del director: Panther Express

Boletín semanal de nivel de grado

Calendario mensual para colocar en el refrigerador

Las plataformas de redes sociales de Park Street y el Director (Twitter e Instagram)

Otras oportunidades de participación de los padres: eventos patrocinados por la PTA, café con el director, etc.



23/24 PARK STREET

Who To Contact



ROLE	TEAM MEMBER	CONTACT FOR
Principal	Mr. Alex Soto asoto@marietta-city.org	<ul style="list-style-type: none"> Family events CCRPI / School-Wide Data School Newsletter SGT / PTA School Improvement Plan Community Partnerships Parent concerns
Assistant Principals	Mrs. Carrie Madden cmadden@marietta-city.org	<ul style="list-style-type: none"> Discipline & Promotion Retention K, 2, & 4 Parent concerns K, 2, & 4 Dual Language & ESOL Scheduling / Class placement Carpool Report cards
Assistant Principals	Mr. Idris Johnson ijohnson@marietta-city.org	<ul style="list-style-type: none"> Discipline & Promotion Retention 1, 3, & 5 Parent concerns 1, 3, & 5 EIP Assessment School Busses
Special Ed. Administrator	Ms. Karna Kelly karnakelly@marietta-city.org	<ul style="list-style-type: none"> IEP Meetings Special Education Eligibility Special Education scheduling Special Education discipline Special Education promotion / retention Special Education parent concerns
School Secretary	Ms. Asha Armstrong aarmstrong@marietta-city.org	<ul style="list-style-type: none"> Principal / Assistant Principal Secretary Front office manager Facility Use Request School Webmaster Parent / Community support contact
Registrar	Ms. Vanessa Barrios vbarrios@marietta-city.org	<ul style="list-style-type: none"> Attendance Student Records / Report Cards Student Registration
Front Office Clerk	Ms. Raquel Cancel Cruz rcancelcruz@marietta-city.org	<ul style="list-style-type: none"> Front office phone calls and messages School mail Front office phone calls Change of transportation request: parkstreet@marietta-city.org

Book Keeper	Mrs. Brenda McMurray bmcmurray@marietta-city.org	<ul style="list-style-type: none"> Teacher / school orders School finances
Math Coach	Ms. Sharon Worley sworley@marietta-city.org	<ul style="list-style-type: none"> Math Curriculum & Resources Math Support Specialist New Teacher Mentor
Literacy Coach	Mrs. Courtney Ortega-Zuco cortega-zuco@marietta-city.org	<ul style="list-style-type: none"> Literacy Curriculum & Resources Literacy Support Specialist New Teacher Mentor
Instructional Coach	Mrs. Stormi Johnson stormijohnson@marietta-city.org	<ul style="list-style-type: none"> Instructional & Classroom Management Support Specialist New Teacher Mentor
MTSS / 504 Coordinator	Mrs. Doreen Tichenor dtichenor@marietta-city.org	<ul style="list-style-type: none"> MTSS & 504 coordinator: Teacher / parent support Student progress monitoring
School Counselor	Dr. Jennifer Zimmerman jzimmerman@marietta-city.org	<ul style="list-style-type: none"> Homeless student resources "MVP" Excessive student absences Student groups / Character Ed. / Safety Red Ribbon & College Week Counseling Services
Parent Liaison	Mrs. Elizabeth Martinez emartinez@marietta-city.org	<ul style="list-style-type: none"> Bilingual Family Facilitator School Supplies / Uniforms for students in need Family / Community Support
School Nurse	Ms. Nicole Gardener ngardener@marietta-city.org	<ul style="list-style-type: none"> Provide first-aid care for students Administer of authorized student medications Vision & Hearing Screener



Contact Ms. Asha Armstrong at aarmstrong@marietta-city.org or 770.429-3180 if you have any additional questions or need additional information and assistance.

