

Getwell Elementary School Annual Title I Parent Meeting Monday, August 24, 2025 9am & 4pm

Erica Key, Principal
Amelia Bell, PLC Coach
Verronda Johnson,
Instructional Coach



Agenda

Topic	Presenter
Agenda and Welcome	Ms. Key, Principal
Introduction of Faculty	Ms. Bell, PLC Coach
Title I Information • Title 1 School • Parent Rights • Title 1 Funds • School Improvement Plan • Parent and Family Engagement • School-Parent Compact • Assessments • Parental Engagement	Ms. Bell. PLC Coach
Closing Remarks	Ms.Key, Principal

Agenda

The **Every Student Succeeds Act** (ESSA) requires that each Title I school hold an annual meeting for Title I families in order to:

- inform you of your school's participation in Title I
- explain the requirements of Title I
- explain your rights as parents and family members to be involved

**District,
School
Progress,
School
Status**

Getwell Elementary met the Annual Measurable Objectives guidelines and is a Grade Level C school.

AMO information can be obtained from the MSCS website.

The 2024-2025 data hasn't been released, as of yet.

Teacher Qualifications

Teachers are considered “highly qualified” under the ESSA law if they demonstrate subject knowledge in the core content areas, hold at least a bachelor’s degree, and have been issued a license from the State Department of Education.

What is a Title I school?

- Title I was passed in 1965 under the Elementary and Secondary Education Act (ESEA). **It is the largest federal assistance program for our nation's schools.**
- Title I schools receive extra funding from the federal government. These dollars are used to:
 - identify students experiencing academic difficulties and provide assistance to help these students;
 - purchase additional staff, programs, materials, and/or supplies; and
 - conduct parent and family engagement meetings, trainings, events, and/or activities.

Title I and the ESEA/NCLB law gives the parents the right to know:

- The school's status according to the NCLB standards
- A teacher's professional qualifications, licensure, or certification
- A paraprofessional's qualifications
- Academic services available for your child
- That YOU can help by becoming involved in your child's education

Title I Funds

Title I funds may be used for:

- Smaller class sizes
- To employ additional teachers and paraprofessionals to assist in the education process
- Provide additional training for school staff
- To provide extra time for instruction (before and/or after school programs)
- Provide Parent and family engagement activities, and/or
- Purchase a variety of supplemental teaching materials, equipment, and technology.

School Improvement Plan (SIP)

The SIP is the School Improvement Plan.

- It is a plan or a road map that addresses the changes a school needs to make to improve the level of student achievement.
- It's a plan that has goals, strategies and action steps that are needed to address the academic and non-academic needs of our students.
- The plan also provides insight on the budget, resources, and professional development needs of our faculty and staff.

Parent & Family Engagement Policy

#SCS does not discriminate in its programs or employment on the basis of race, color, religion, national origin, and disability/disability.



Getwell Elementary School Parent and Family Engagement Plan 2025-2026



Getwell Elementary encourages parent and family involvement in all aspects of school life. Our parents and families jointly developed our Parent and Family Engagement Plan. Our school-level plan has set the expectation for all parent and family involvement. Our parents and family members will act as advisors, resource persons, and coordinators in the following areas:

- Attend school events and act as advisors.
- Serve on the site-based leadership team and SIP
- Use their talents and resources to improve both the instructional program and the day-to-day operations of the school.
- Become supporters and advocates of the school.
- Respond promptly and cooperatively to requests for feedback in the form of notes, conference requests, surveys and questionnaires.

Administrators, faculty, and staff will implement the Title I requirements of the guidelines set forth in the law, which include the following:

- Inform parents and family of Title I and our involvement
- Encourage parents and family to observe school programs and visit classrooms
- Provide parents and family with assessment results, progress reports, and other important student information
- Solicit feedback from parents and families
- Provide each parent with a copy of this Parent and Family Engagement Plan
- Help parents and family on creating an appropriate home learning environment

To ensure that our parents are involved in the development and implementation of the school's programs, we will:

- Develop together with parents a school/parent and family engagement plan
- Make sure the parent-school compact describes how parents, family, students, teachers, and principal share equal responsibility for student success
- Invite parents and family to an annual meeting to explain the components and requirements of Title I and inform parents of our school's participation in Title I
- Explain parents' rights to participate in school and encourage parent and family involvement
- Provide parents and family with flexible meetings at various times of the day to report on current events and hold parent/teacher conferences to discuss student progress
- Involve parents and family in an organized, continuous, and timely manner in the planning, review, and improvement of programs for parent-family engagement and parent-family engagement plan at the school level
- Provide parents and family with timely information about programs under parental involvement
- Provide parents and family with opportunities for regular meetings
- Provide parents and family with a description and explanation of the curriculum and forms of academic assessments used to measure progress and proficiency levels students are expected to meet

Note: The parent may also mean a guardian, a person who has legal custody of the child, or a person who has physical care giving authority to the child.

Updated May 2025

School- Parent Compact

SCS does not discriminate in its programs or employment on the basis of race, color, religion, national origin and handicap/disability.



Getwell Elementary School Title I Student/Parent/School Compact 2025-2026



*This compact outlines how students, parents, and the entire school staff will share the responsibility of improving student achievement and how parents will develop a partnership to help children achieve the State's high standards. This agreement is **Jointly developed** and agreed upon by the school, parents, students, and school staff. This agreement outlines how we will share responsibility for improving student academic achievement.*

Parent/Guardian Agreement

It is important that my child achieve. Therefore, I will be responsible for supporting my child's learning by doing the following:

- Provide my child with the necessary supplies for school.
- See that my child is on time and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Set a time for homework and review it regularly.
- Teach social skills to promote positive interaction with all stakeholders.
- Be responsible for supporting my child's learning by participating in decisions that relate to their education.
- Return signed report cards/compacts and attend parent conferences and meetings.
- Read with my child and let my child see me read.

Student Agreement

It is important that I work to be the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school with an attitude focused on learning.
- Come to school each day with pencils, notebook paper, or tablets.
- Do assigned classwork and homework.
- Follow the rules of SCS Student Code of Conduct.
- **Respect** their peers, **respect** the teachers, and **respect** themselves.
- Take responsibility for my actions and grades and cooperate with others in all learning situations.

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Have high expectations for all students.
- Provide homework assignments for students that will reinforce high-quality classroom instruction.
- Provide necessary assistance to parents so that they can help with the assignments.
- Use special activities in the classroom to make learning enjoyable.
- Determine the student's educational needs and adjust instruction to accommodate those needs.
- Provide a "Parent-Friendly, Open-Door" environment.
- Provide on-going communication with parents through weekly progress reports and phone conversations.

School Responsibility

I support this form of parent engagement. Therefore, I shall strive to do the following:

- Have high expectations and respect for teacher, students, staff, and parents.
- Provide a safe and appealing environment that allows for positive communication between the teacher, parent and student on an ongoing basis.
- Provide teachers with new information, ongoing training and new resources to help supply students with **high-quality curriculum and instruction.**
- Provide tutorial and other intervention programs to assist children in a timely manner.
- Hold **parent/teacher conferences** to discuss the school compact.
- Provide high-quality curriculum and instruction in a **supportive and effective learning environment.**
- Provide parents with **reasonable access to staff, as well as to volunteer, participate and observe in the child's class.**

Schoolwide Goals

- Increase student achievement in all core subject areas (Reading, Mathematics, and Science)
- Reduce the chronic absenteeism rate
- Increase Parental Involvement

Reporting Student Progress

Getwell Elementary's teachers communicate student progress in several ways:

- TN Ready Parent Reports
- i-Ready Intervention Reports
- Mid- Nine Weeks Progress Reports
- Report Cards – each 9 weeks
- Phone Calls to parents
- Weekly Communication Folders
- Weekly Newsletters
- Parent/Teacher Conferences

Parent/ Teacher Conferences

Progress Reports:
Wednesday, September 3, 2025

District-Wide Parent Conferences on:

Thursday, September 11, 2025
4:00p - 7:00p

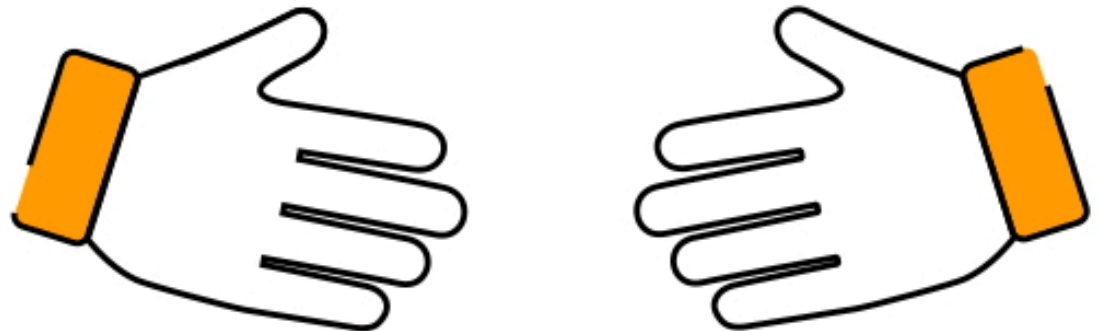
**Additional Conferences can be scheduled,
as needed, with your child's teacher.*

Attendance Matters

- Students should attend school daily.
- Early check-outs should occur in an event of an emergency. Students learn from bell to bell.
- Excessive tardiness is an issue; Instruction begins after breakfast each day.

**We
NEED
you!**

Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school.





thanks for
joining us!