

Annual Title I & Family Engagement Meeting

**Ida B. Wells Academy
August 18, 2025
Dr. Tarcia Gilliam-Parrish**

Why are we here?

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

- ❖ Inform you of IBWA participation in Title I
- ❖ Explain the requirements of Title I
- ❖ Explain your rights as parents and family members to be involved



What will I learn?

- ❖ What is a Title I school?
- ❖ What are my rights?
- ❖ What can the Title I funds be used for?
- ❖ How does our school use the Title I funds?
- ❖ What are our schoolwide program goals?
- ❖ How is parent and family engagement funded?
- ❖ What is the Parent and Family Engagement Policy?
- ❖ What Curriculum does our school use?
- ❖ What tests will me child be taking?



What is a Title I school?

Title I is one program under the Elementary and Secondary Education Act that is the largest federal assistance program for schools

These schools receive extra funds (Title I dollars) from the federal government and the funds are used to:

- ❖ Purchase additional staff, materials, and or supplies
- ❖ Identify students that have academic difficulty and provide assistance to help these students
- ❖ Conduct parent and family engagement meetings, trainings, events, and/or activities

Parents Right To Know

All parents have the right to request the following:

- A teacher's professional qualifications, which includes state qualifications, licensure, grade/s certification, waivers;
- A teacher's baccalaureate and /or graduate degree, fields of endorsement, previous teaching experience;
- A paraprofessional's qualifications;
- An assurance that their child's name, address, and telephone listing is not released to military recruiters.



What can Title I funds be used for?

Generally, Title I funds can be used for:

- ❖ Additional training for school staff
- ❖ Additional teachers and paraprofessionals
- ❖ Smaller class sizes
- ❖ Extra instructional time (ex. after-school programs)
- ❖ Parent and family engagement activities
- ❖ Supplemental instructional materials (equipment and technology)



How will we use Title I funds?

We plan to spend our funds on the following:

- ❖ Supplemental Staff: Paraprofessional, Specialized Educational Assistant
- ❖ Programs/Materials/Supplies: Tutoring, technology devices, clubs, classroom manipulatives
- ❖ Teacher Professional Development: Trainings for staff to increase student literacy and numeracy data



What are our focus goals?

Academic Focus goals:

To increase our proficiency on TNReady by 10% from the previous year.

- ❖ ELA proficiency from 26.8% to 36.8%
- ❖ Math proficiency from 28.6% to 38.6%
- ❖ Science proficiency from 38.9% to 48.9%
- ❖ Soc. Stud proficiency from 21.3% to 31.3%

Non-academic Focus Goals:

To maintain a daily attendance rate of 97% or higher.

To have 100% of the student body active in either clubs, athletics, and/or organizations.

School-Wide Data

Subject AREA	2021-2022 Met + Exceeded	2022-2023 Met + Exceeded	2023-2024 AMO GOAL	2023-2024 Double AMO	2023-2024 Met + Exceeded	2024-2025 Met + Exceeded Goal
ELA	8.4%	6.8%	12.6%	18.4%	26.8%	36.8%
MATH	12.6%	11.1%	16.7%	22.2%	28.6%	38.6%
SCIENCE	10%	20.5%	25.5%	30.4%	38.9%	48.9%
SOCIAL STUDIES	4.9%	13.2%	18.6%	24.0%	21.3%	31.3%

How the Eagles are already soaring...

DOUBLE
AMO!!!

Chess Club

Cooking Club

Community
Service Club
(NEW) etc.

Some great initiatives that are already happening at IBWA...



Sports:
Basketball
Cheerleading
Track
Football (NEW)

Eagle Attendance

97%
Daily

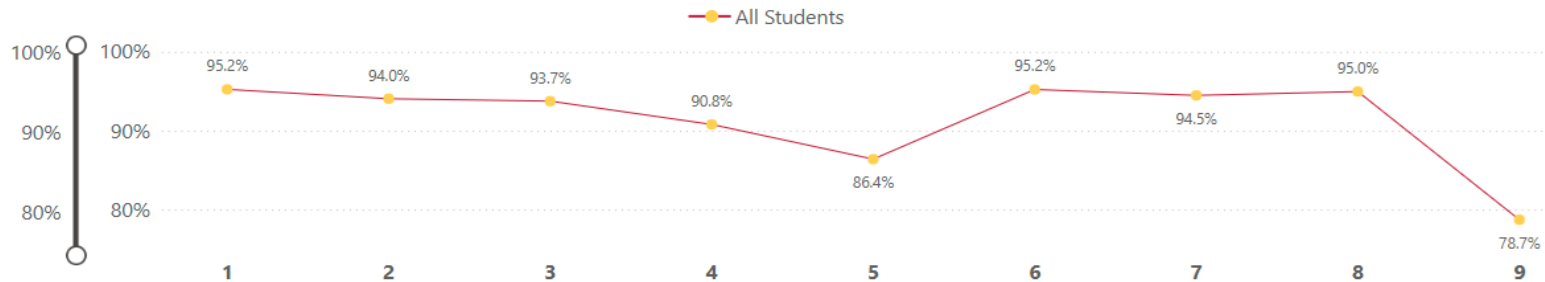
Over the 20 day average we have fallen below that 97% daily goal.

It's important that students are at school everyday on time and staying throughout the day.

We have some Incentives to help encourage students to come to school everyday

- ❖ Student suggested incentives every 20 days ex. Taco Bar
- ❖ Perfect attendance quarterly Honors program

2023 - 2024 Attendance Rate by 20 Day for All Students



Parents Let's Get Involved!

What are some opportunities for parents to get involved?

- ❖ Volunteer to supply incentives on Incentive Days
- ❖ Attend Muffins with Moms or Donuts with Dads
- ❖ Attend Grandparents Day
- ❖ Attend Honors and Holiday Programs
- ❖ Sign up to stay informed on Class Dojo
- ❖ Follow us on Facebook Ida B. Wells



Comprehensive School Improvement Plan

- The Continuous School Improvement Plan is an action plan that identifies the areas a school plans to focus on in the current school year, the performance goals they want students to achieve, and how the school plans to collaboratively meet these goals.
- The plan is updated regularly to reflect the strategies being used.
- It is developed by a team of stakeholders which must include faculty, staff members, parents, and students, where applicable.

Family Engagement Plan



Family Engagement Plan 2025-26

Dr. Tarcia Gilliam-Parrish, Principal

I. Purpose

To work jointly with parents to develop a written parent involvement plan.

The School Level Family Engagement Plan has established the expectations for parental involvement. To provide parents with information regarding opportunities for involvement in Title I projects as required by federal guidelines.

II. Scope

- Policy Statement
- This policy is applicable to all parents of participating children attending Ida B. Wells Academy.
- Ida B. Wells Academy's staff continuously builds capacity for strong and active parent participation.

III. Procedures

Ida B. Wells Academy's staff collaborates with Title I staff to ensure effective parental involvement via partnerships among the schools, parents and the community to improve student academic achievement. A variety of procedures are used including: jointly developing a school level family engagement plan and school/home compact, convening an annual Title I meeting and other parent meetings held at flexible times and locations, providing staff and parent training, communicating in a form and language that can be understood, providing opportunities for parent literacy; and scheduling workshops on parenting skills.

IV. Responsibility

- Surveys are administered to parents as a means of obtaining input for school decision-making. Data from the surveys are analyzed and used to develop the Academy's plan that is shared with parents at meetings and through written communication. Parents provide feedback regarding the Academy's effectiveness through surveys and questionnaires.
- Ida B. Wells Academy convenes an **Annual Title I meeting and invites all parents to attend**. Parents are informed of the Academy's participation in Title I, explain the requirements of a Title I school, and the parents' right to be involved. Ida B. Wells Academy offers this and all meetings at flexible times in the morning and evening to accommodate all parents and provide opportunities for regular meeting attendance. Flexible meeting times will also allow our parents opportunities to review various programs offered at Ida B. Wells Academy.

Revised August 2025



Family Engagement Plan 2025-26

Dr. Tarcia Gilliam-Parrish, Principal

- The Academy's staff collaborates with the Shelby County School District's Parent and Child Engagement Center (PACE) to provide services and **timely information about all programs available for parents** such as parenting and basic skills development.
- Ida B. Wells Academy convenes an **Annual Title I meeting and invites all parents to attend**. Parents are informed of the Academy's participation in Title I, explain the requirements of a Title I school, and the parents' right to be involved. Ida B. Wells Academy offers this and all meetings at flexible times in the morning and evening to accommodate all parents and provide opportunities for regular meeting attendance. Flexible meeting times will also allow our parents opportunities to review various programs offered at Ida B. Wells Academy.
- The Academy's staff collaborates with the Shelby County School District's Parent and Child Engagement Center (PACE) to provide services and **timely information about all programs available for parents** such as parenting and basic skills development.
- The Academy has involved parents in an **ongoing, organized, and timely** way to allow parents to make suggestions, participate in school-based decision making. Ida B. Wells Academy has set up a Parent/Teacher/Community Resource Center for scheduled workshops and meetings. The Resource Center also houses materials for home use that will help parents to improve their child's achievement. Parents are provided with these materials during workshops and monthly parent meetings. They may also access these materials at **reasonable** requested times.
- Parents are **provided a description and explanation** of the school's curriculum and forms of academic assessments used to measure student progress, and the **proficiency levels** students are expected to meet.
- The Academy will provide parents with updated information that allows parents to stay involved in an organized, ongoing, and timely way. Parent Power Meetings are scheduled regularly to address curriculum, academic assessment, and instructional issues. At the meetings, parents are offered additional opportunities to share experiences, offer suggestions, and participate in decisions related to the education of their children.
- Ida B. Wells Academy has **provided a description and an explanation** to parents regarding the Shelby County School District's Parental Involvement Policy.
- Ida B. Wells Academy has **jointly developed, with parents, a school-parent compact**. The Academy will share the responsibility for improving student academic achievement and how the school and parents will develop a partnership to help children achieve the

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Family Engagement Plan 2025-26

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- high standards. The compact was developed with parent input, reviewed periodically and revised as needed. The compact delineates **parent**, school staff, and **student** shared responsibilities for improved student achievement.
- The school-parent compact addresses the importance of two-way communication between the teachers and parents on an ongoing basis. At least two conferences are offered to parents during the school year. Student progress is communicated to parents via notes from teachers, telephone calls, progress reports, report cards, e-mails, flyers, or school linked messages at least twice each nine-week period.
- Parents have reasonable access to staff and are encouraged to assist with educational activities as school volunteers, chaperones, tutors, etc. Parents are invited to attend workshops, open house, and school/class programs. Additionally, parents are encouraged to volunteer and participate in regular parent/teacher conferences and special school projects throughout the school year.
- Training opportunities are available for Ida B. Wells Academy's staff and parents to learn strategies for developing quality school/community partnerships.
- Ida B. Wells Academy ensures that information is disseminated to families of English Language Learners (ELL) in the language used in the home. Parents who are ELL or who have other disabilities are provided full opportunities for participation.

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School/Parent Compact



Ida B Wells Academy
Home-School Compact 2025-26
Dr. Tarcia Gilliam-Parish, Principal



Ida B Wells Academy jointly developed a school-parent compact with the stakeholders of the school. This compact outlines how the school, parents and students will share the responsibility for improving student academic achievement and how the school and parents will develop a partnership to help children achieve the State's high standards.

Student Agreement:

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

- Respect myself and others and not impose on the rights of others.
- Obey all school rules.
- Not use of profanity in [the school](#) or during school activities.
- Not talk disrespectfully to or about others.
- Come to school each day on time.
- Complete all assignments required during instructional time [in, on, or to](#) achieve success.
- Bring all necessary supplies and materials to class.
- Ask for help when I need it.
- Get to know the staff and allow them to get to know me as a person.
- Learn new ways of coping with stressful situations which could result in conflict.
- Share in the responsibility for improving my academic achievement.
- Develop a partnership with my parents and my teachers to help achieve the state's high standards.

Signature _____

Date _____

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Ida B Wells Academy
Home-School Compact 2025-26
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Parent/Guardian Agreement:

(Any person who is interested in helping this student may sign up for the parent). I want my child to achieve; therefore, I will be responsible for encouraging him/her by doing the following:

- Send my child to school with a positive "I can succeed" attitude.
- Support my child's learning by assisting them in meeting academic objectives and goals.
- Provide my child with the necessary supplies and materials to complete homework assignments.
- Encourage my child and assist with the completion of his/her school assignments.
- Insist that my child has regular and punctual school attendance.
- Insist on my child exhibiting appropriate school behavior.
- Help my child to stay healthy; get sufficient rest and be present and on time daily for school.
- Attend programs, parent conferences and meetings scheduled to [link the home](#) and school.
- Make personal contact with the school staff regarding issues of importance related to my child being successful.
- Share in the responsibility for improving my child's academic achievement.
- Develop a partnership to help my child achieve the state's high standards.

Signature _____

Date _____

Teacher Agreement:

It is important that students achieve. Therefore, I will do the following:

- Provide 55 minutes of high-quality curriculum and instruction through structured instructional activities to help students achieve success in each class period.
- Provide the necessary assistance to parents so they can help with daily homework assignments.
- Provide frequent progress reports to students and parents.
- Provide special activities in the classroom to make learning enjoyable.

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Ida B Wells Academy
Home-School Compact 2025-26
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- Participate in after-school professional development to ensure that students make adequate progress.
- Hold parent/teacher conferences at least once per semester at flexible times to discuss the school-parent compact as it relates to individual student achievement.
- Share in the responsibility with parents for helping to improve students' academic achievement.
- Develop a partnership with parents and other staff members to help students achieve the state's high standards.

Signature _____ Date _____

Principal Agreement:

I support this type of student/parent/teacher/principal involvement. Therefore, I will do the following:

- Provide parents with reasonable access to staff and opportunities to volunteer, participate and observe in their child's class.
- Provide frequent student progress reports.
- Foster an environment that stresses the importance of positive ongoing communication among the teacher, parent, student and me.
- Ensure that teachers provide 55 minutes or longer of structured instructional activities to help students achieve [success](#) each class period.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- Encourage teachers to participate in after-school professional development to ensure that students make adequate progress.

Signature _____

Date _____

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Parent- Teacher Conferences (Held twice a school year)

Fall	Spring
Sept. 11 4:00 – 7:00 p.m.	January 29 4:00 – 7:00 p.m.

Student Code of Conduct (SCS Policy #6022)

- The Shelby County Board of Education accepts the responsibility for establishing and maintaining proper standards of discipline and behavior in the public schools.
- In order to maintain good order and ensure an environment conducive to learning, the Board considers behavior or conduct occurring on school property or at any school sponsored activity occurring off school property which interferes with the above to be offenses.

Student Code of Conduct (SCS Policy #6022) (continued)

- The District establishes the Shelby County Schools Student Code of Conduct to provide a sample of unacceptable student behaviors and a related sample of disciplinary actions.
- The Code of Conduct and any revisions shall be approved and adopted by the SCS Board of Commissioners as the student discipline policy of the district.

Curriculum

IBWA will use the following high quality instructional material to engage students in everyday learning.

Math: iReady Classroom,

ELA: My Perspectives and Wonders

Science: HMH

Social Studies: McGraw Hill

HMH **Tennessee**
Science



 i-Ready[®] Classroom
Mathematics

Academic Assessments

CFA is an ongoing assessment to measure mastery of standards taught using teacher created and/or curriculum based assessments.

iReady diagnostic 3 times per year (Fall, Winter, and Spring)

TNReady state assessment is given at the end of the school year which provides data on how our students are performing for their grade level for each content area:

- ❖ Below Expectations,
- ❖ Approaching Expectations,
- ❖ Met Expectations,
- ❖ Exceeded Expectations



Any Questions?

Principal

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Attendance

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Family Engagement Specialist

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Thank you for coming!



Be Awesome and Soar

School Tour

Excellence is our ONLY Expectation!

