



Title I Annual Parent Meeting

August 21st, 2025 -4 pm (In-Person)

September 9th, 2025- 9:30 am (Virtually)

Mr. Christopher Hardiman, Principal

Mrs. Kyla Johnson, PLC Coach



Today's Norms

- **Stay engaged with today's learning by taking notes and asking questions.**
- **Have positive intentions with your questions and thoughts.**
- **If you need to leave the room to take a call or to take care of a personal issue, please do so and come right back.**
- **Honor our time – it is our goal to be productive, not wasteful.**



Vision:

100% of all CMOS scholars will meet or exceed TCAP expectations in ELA, mathematics, science, and social studies.

Mission:

We exist to unlock ALL possibilities for ALL CMOS students to AIM HIGH by developing and sustaining academic achievement, building self-esteem, and laying a foundation to their future generational successes.



Title I Meeting Agenda

- What is Title I?
- Purpose of Title I
- Goals of Title I
- How Title I Works
- Parents' Right to Know
- District Policy 7009
- Family Engagement Plan
- Parental Involvement Opportunities
- District Data Overview
- School Data Overview
- Teacher Qualifications
- School Improvement Plan
- School Compact and Code of Conduct
- Contact Information
- Questions and Concerns



What is Title I?

- Title I is a federal program created to ensure all children have a fair, equitable, and high-quality education, with the goal of closing academic achievement gaps.
- Title I programs provide tailored instruction and support to help students meet academic standards and stay actively engaged in their learning.
- Title I is a federal program that provides extra funding to schools with high numbers of low-income students. Its goal is to ensure all children meet state academic standards by supporting instruction, interventions, and family engagement. Schools may use funds schoolwide or for targeted students most at risk.



Purpose

- The purpose of Title I is to ensure every child has the opportunity to receive a high-quality education and meet state academic standards. Each Title I school is required to hold an Annual Title I Meeting at the beginning of the school year to inform parents/guardians about the program and share opportunities for their involvement.
- Title I is to provide extra support and resources to schools with many low-income students so that all children have an equal chance to succeed, meet state academic standards, and close achievement gaps.



Title I Goals

- Increase student academic achievement
- Provide direct instructional support to students
- Offer professional development for teachers
- Strengthen parent education and involvement



How does Title I work?

- Each year, the federal government provides funding for Title I to states, which is then sent to local school districts.
- The districts identify eligible schools and provide Title I resources to help students meet academic standards.
- Students are served through either Schoolwide Programs, which benefit all students, or Targeted Assistance Programs, which focus on those most at risk.



Parents' Right to Know

All parents have the right to request the following:

- An educator's professional qualifications, which includes state qualifications, licensure, grades (s) certification, waivers
- An educator's baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualification
- An assurance that their child's name, address and telephone listing will not be released to military recruiters

All parents will receive information on the following:

- Their child's level of achievement in each of the state academic assessments.
- Their right to public school choice, supplemental services and more effective involvement if their child's school is identified for school improvement
- Their option to request a transfer to another school within the district their child is the victim of a violent crime at school
- Their right to timely notifications that their child has been assigned, been taught for four or more consecutive weeks by, a teacher who is highly qualified.



District's Family-School Partnerships for Children's Education (Policy # 7009)

Parental Involvement in Children's Education

- Recognizes parents as key stakeholders.
- Aims to improve student achievement and academic success.
- Adheres to ESEA requirements for parental involvement.
- Encourages active school involvement.
- Parents should be full partners in decision-making and advisory committees.

** The federal Elementary and Secondary Education Act (ESEA), enacted in 1965, is the nation's national education law and shows a longstanding commitment to equal opportunity for all students.



Family Engagement Plan

- **Cordova Middle Optional School (CMOS) values the partnership between our school, parents, and the community in promoting student success. To support parent participation in the development and implementation of our programs, CMOS will:**
- Welcome all families into the school community.
- Communicate effectively with families.
- Collaborate with families to support students' learning and healthy development at home and at school.
- Encourage families to advocate for their own children and others to ensure fair access to learning opportunities.
- Share decision-making power, giving families a voice in matters affecting students.
- Partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic engagement.

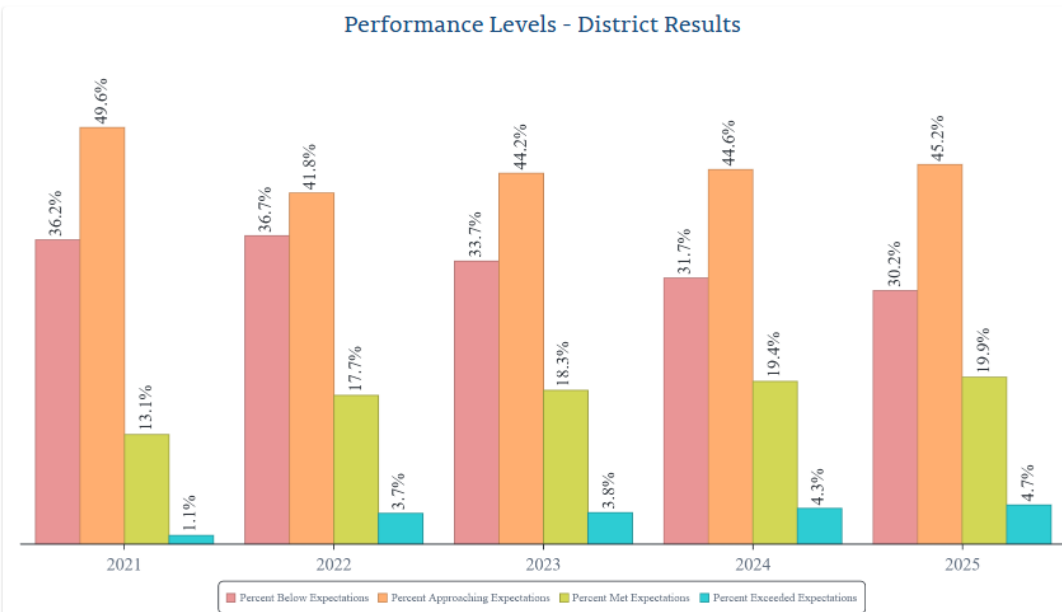


Parent Involvement

At CMOS, parents play a vital role in supporting student success. Families can get involved through:

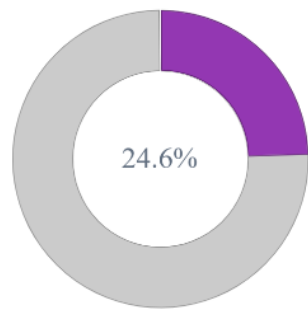
- **1. Parent/Teacher Conferences**
Regular meetings to discuss student progress and set goals.
- **2. School Meetings**
Participate in Site-Based Leadership, PTO, and other school committees.
- **3. Family Events**
Attend Curriculum Nights and other engaging school activities.
- **4. Awards Assemblies**
Celebrate student achievements together.
- **5. Field Trips and Activity Nights**
Support student learning by chaperoning and participating.
- **6. Assessment Support**
Help as test proctors to ensure the smooth administration of assessments.

Overall ELA ▾ All Grades ▾



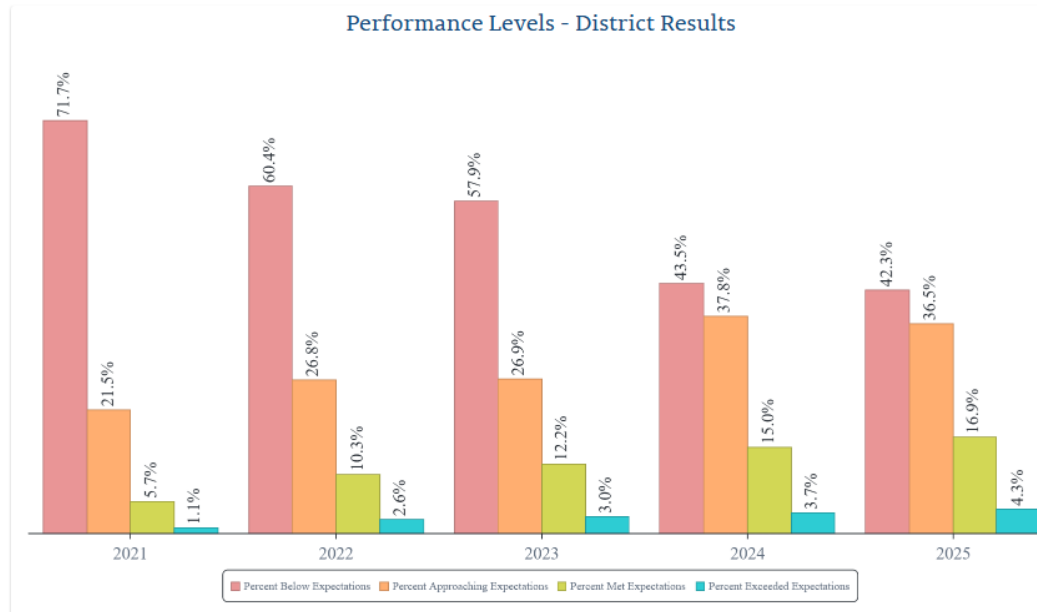
The student population for this report is all students.
 Hover over the charts to see more information.
 If the figure above is missing information, some data are not available or have been suppressed for privacy.
 The TCAP participation rate for the district is 99% .

2025 Proficiency Rate
 (Met + Exceeded Expectations)



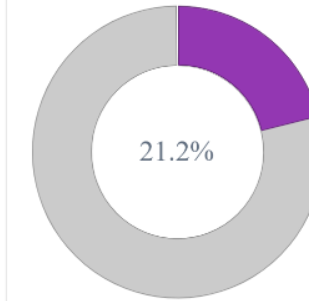
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 Double-click on the chart to see proficiency rate over time.

Overall Math ▾ All Grades ▾



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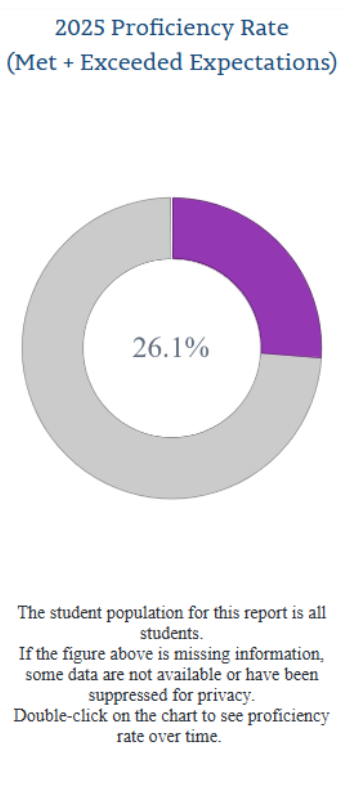
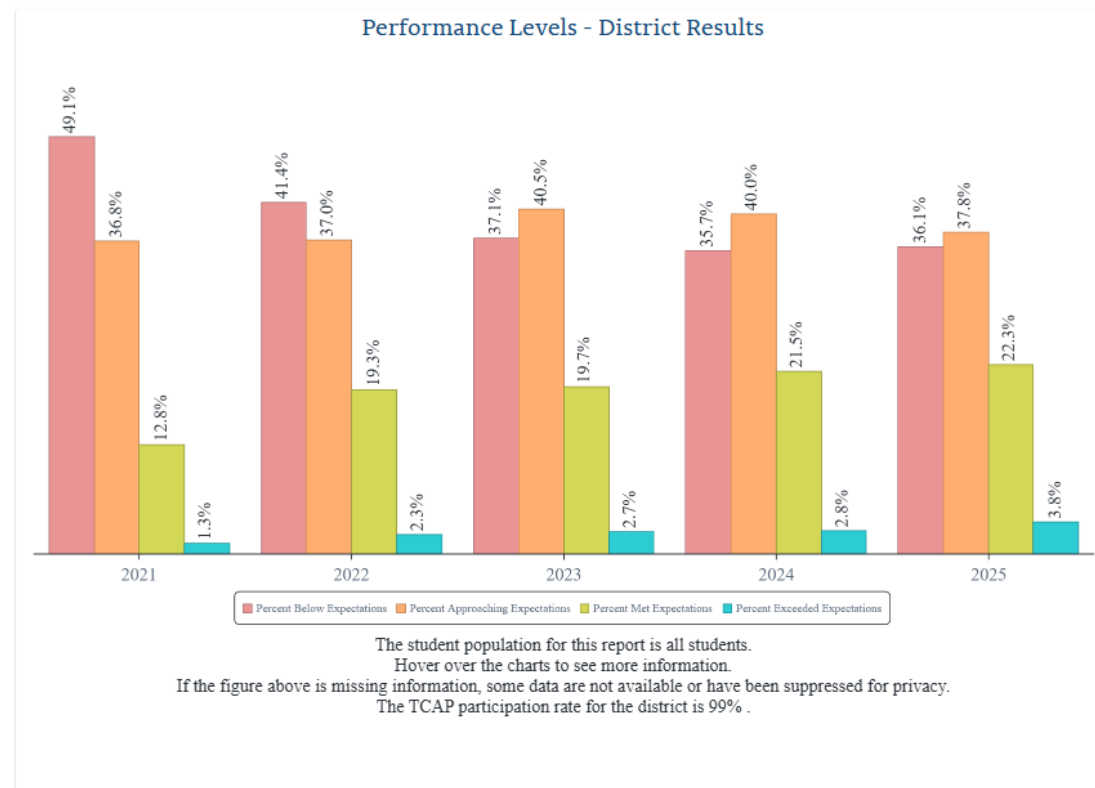
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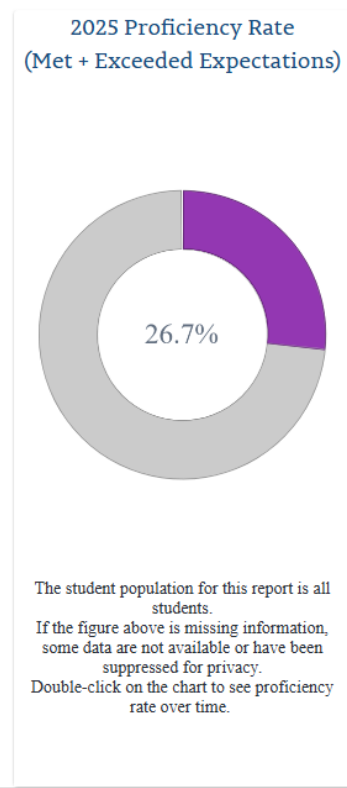
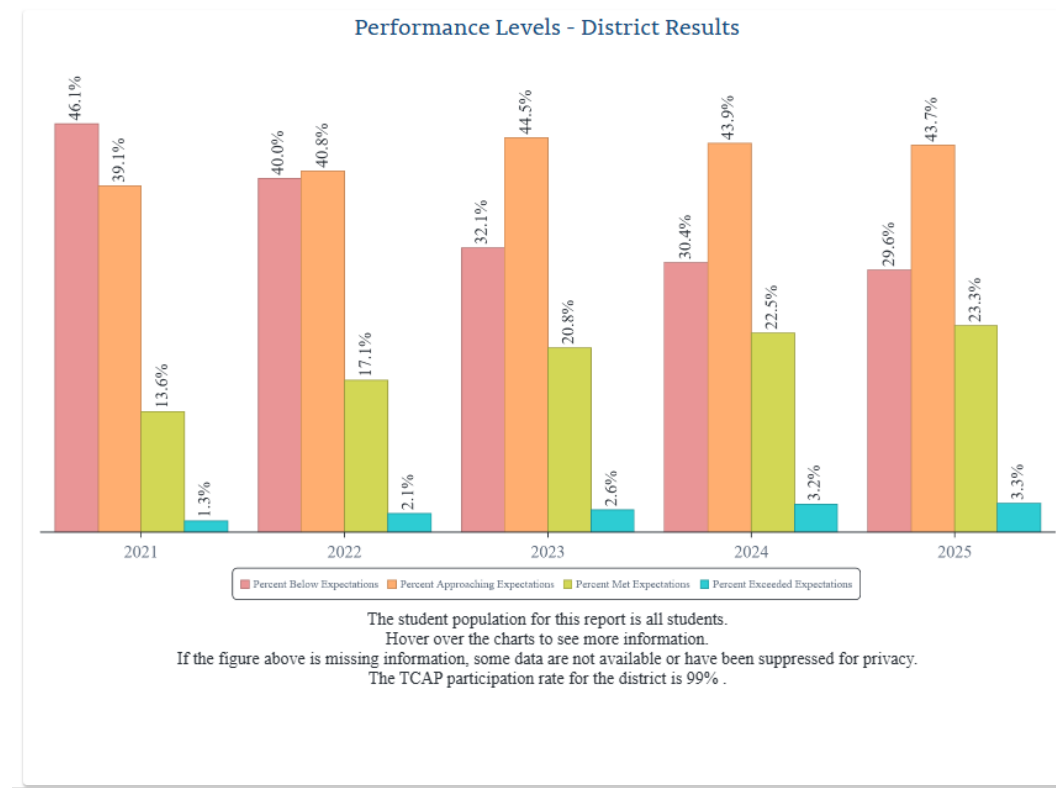
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DISTRICT MATH AND ELA

Overall Social Studies ▾ All Grades ▾



Overall Science ▾ All Grades ▾



DISTRICT SCIENCE AND SOCIAL STUDIES

CMOS 2024-2025 Data

<https://bit.ly/3zrHETe>



out of 5 levels

Composite growth is calculated with only Math and ELA.

[TELL ME MORE](#)

Growth by Subject: Math/ELA

Indicator	Level	Weight	Score
Achievement	2	50.0%	1
Growth	4	40.0%	1.6
Growth for Highest Need Students	5	10.0%	0.5
College & Career Readiness	Not a High School		
			Total Score: 3.1

C

Overall School Letter Grade

Letter Grade	Score Range
A	4.5 - 5.0
B	3.5 - 4.4
C	2.5 - 3.4
D	1.5 - 2.4
F	1.0 - 1.4

Letter Grade Scale



ESSA Highly Qualified Requirements

Highly-qualified Teacher (HQT) and Paraprofessional Requirements:

Beginning in the 2016-17 school year, districts are no longer required to identify and document highly qualified status of teachers and paraprofessionals. In the coming months, districts will finalize highly qualified reporting requirements for the 2015-16 school year. ESSA includes assurances that teachers and paraprofessionals meet state policies and licensure requirements:

State Board of Education 0520-01-02-.03 EMPLOYMENT STANDARDS.

- (1) A teacher or principal shall hold a valid Tennessee teacher license with an endorsement covering the work assignment as provided in T.C.A. Title 49, Chapter 5.
- (2) A teacher may teach up to two sections of one course outside the area of endorsement. For a teacher to teach more than one course or more than two sections of one course outside the area of endorsement, an employment standard waiver must be requested and approved. Teachers assigned two or more sections of a course outside the area of endorsement before June 30, 1976 may continue to teach those courses until a new assignment is made by the local school officials.

T.C.A. 49-5-101. Basic requirements.

- (a) No person shall be employed as principal, teacher or supervisor of any public elementary or high school by any local school district, or receive any pay for such services out of the public school funds of the local school district until the person presents to the director of schools a valid license as prescribed in this part.

Parent Notification:

Schools will no longer be required to provide notice to parents related to the highly qualified status of their child's teacher. NOTE: Under ESSA § 1112(e)(1)(A), at the beginning of each year, an LEA shall notify parents that they may request and the LEA will provide certain information regarding the professional qualifications of the student's teachers and paraprofessionals. This includes information about whether the student's teacher:

- 1) has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- 2) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- 3) is teaching in the field of discipline of the certification of the teacher; and
- 4) whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition, Title I schools must notify parents if their student(s) has/have been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned. [ESSA 1112(e)(1)(B)(ii)]



School Improvement Initiatives

School improvement initiatives are designed to enhance student learning outcomes and create a positive, supportive learning environment. Key strategies include improving curriculum alignment, implementing effective instructional practices, providing professional development for teachers, and fostering strong partnerships with parents and the community.

The School Improvement Plan:

- Is currently being updated
- Includes school-wide goals and action steps
- Focuses on key areas such as growth and achievement in ELA and Math, reducing suspension rates, and addressing chronic absenteeism
- Is updated each year
- Is on file in the PLC Coach's office and available on the school's website for review



SCHOOL COMPACT AND STUDENT CODE OF CONDUCT





School compact

- The compact is a commitment from the school, the parent and the student to share in the responsibilities for improved academic achievement.

Student code of conduct

- District issued
- Usually given out during registration and parent-teacher conferences



- **Contact Information**
- **For Title I questions or information:**
Kyla Johnson – PLC Coach
 901-416-2189
 Johnsonkl2@scsk12.org
- **For questions or concerns about your child's performance or other school-related issues:**
 Contact the school at 901-416-2189
 Visit the school website: <https://schools.scsk12.org/cordova-ms>



Questions and Concerns