



Annual Title 1 Presentation

Thursday, September 24th, 2026

Endless possibilities start with



OUR MISSION

To create an innovative, inclusive, student-centered environment that supports the development of independent learners.

OUR VISION

To lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

2024 – 2029 DISTRICT GOALS



Improve Early Literacy in Grades K – 2



Improve Literacy Skills in Grades 3 – 8



Strengthen Math Performance in Math 1



Post-Grad Readiness

CORE BELIEFS

Public education is essential to democracy and necessary for economic opportunity, mobility and the broader public good.

We are responsible for building and maintaining a high performing school district.

Each student is uniquely capable and deserves an engaging, relevant, and challenging educational experience.

Our principals and teachers make the critical difference in student achievement and building a positive school community.

The school system, families, and communities are necessary partners in ensuring the academic, social, emotional and behavioral success of students.

GUARDRAILS



Equity over Equality:
Reducing Achievement Gaps



Safety & Security



Attending to the Whole Child:
Wellbeing & Engagement



Staffing:
High Quality Teachers

FOUR PILLARS OF EXCELLENCE



Academic Excellence



People Excellence



Operational Excellence



Engagement Excellence

OUR COMMITMENT TO DELIVER **EXCELLENCE** WITHOUT EXCEPTION

Welcome to the 2026-27 year!!

- Principal, Mr. Simmons
- Assistant Principal, Mr. Murphy
- Dean of Students, Mr. Phillips
- Multi-Classroom Leaders, Ms. Paige & Ms. Payne
- Master Teachers, Ms. Harrien and Mrs. Brunston
- School Counselors, Mrs. Anderson & Mr. Pozner
- School Social Worker, Mrs. Gethers

Framing our Work

Column 1

- First Level
 - Second Level
 - Third Level
 - Fourth Level
 - Fifth Level
 - Sixth Level

Column 2

- First Level
 - Second Level
 - Third Level
 - Fourth Level
 - Fifth Level
 - Sixth Level

Goals and Current Reality

Column 1

- First Level
 - Second Level
 - Third Level

Column 2

- First Level
 - Second Level
 - Third Level

Column 3

- First Level
 - Second Level
 - Third Level

Goals and Current Reality

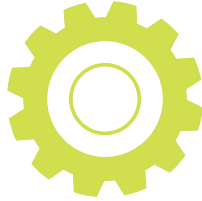
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Our Commitments



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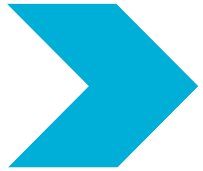
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Key Ideas

- First Level
 - Second Level
 - Third Level
 - Fourth Level
 - Fifth Level
 - Sixth Level
 - Seventh Level
 - Eighth Level
 - Ninth Level

Title 1- Why are we here?



Informing you of
your schools
participation in
Title 1 services



Explaining the
requirements of
Title 1, Part A



Explaining your
rights as parents
to be engaged

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, requires that each Title I School hold an Annual Meeting for parents/families/community members.

Meeting Overview

- What is a Title I school and what it means to be a Title I school
- Required Set-Aside for parent and family engagement
- The CMS Parent and Family Engagement Policy
- How the annual evaluation of the CMS Parent and Family Engagement Policy is conducted
- School Parent and Family Engagement Policy
- School Improvement Plan (SIP) in NCStar
- School-Parent Compact
- How to request the qualifications of my child's teacher(s)
- How parents will be notified if my child is taught by a teacher who is not deemed to be qualified by teacher licensing standards in the North Carolina ESSA Accountability Plan

What is a Title I School?

Title I is the largest federally funded educational program. A Title I school is a school receiving federal funds for students. The basic principle of Title I is that schools with large concentrations of low-income students receive supplemental funds to meet students' educational goals.

What does it mean to be a Title 1 School?

- Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for the following:
 - Identifying students experiencing academic difficulties and providing timely assistance to help students meet the state's challenging content standards.
 - Purchasing supplemental staff/programs/materials/supplies
 - Conducting parent and family engagement meetings/trainings/activities
 - Recruiting/Hiring/Retaining Highly-Qualified Teachers
- Being a Title I school also means encouraging ongoing parent and family engagement and advocating for parents' rights



How are Title 1 funds used in our school?

- Highly Qualified Teacher Recruitment/Retention
- Tutors
- Parent Involvement
- Professional Development for staff
- Substitutes for staff professional development
- Tutoring services
- Supplies and materials (books, technology)



What is the 1% set-aside and how are parents involved?



- Any Local Education Agency (LEA) or school district with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of the Title I allocation for parent and family engagement.



- Of that 1%, 10% may be reserved at the LEA/district level for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the district. In CMS, each Title I school receives its portion of the 90% to implement school-level parent and family engagement activities and events



- Title I parents have the right to provide input into decisions regarding how this money is spent. This process is completed through the School Improvement Team (SIT)



Parent and Family Engagement Allocation



- Curriculum Night



- Parent Resources



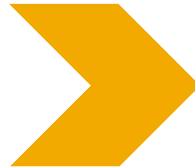
- Tutors



What is the CMS Parent & Family Engagement Policy?



- This policy addresses how the district or LEA will implement the parent and family engagement requirements of the *Every Student Succeeds Act (ESSA)*. It includes the following:
 - The district's expectations for parents
 - How CMS will engage parents in decision-making
 - How the district will work to build the schools' and parents' capacities in the implementation of effective parent and family engagement activities to improve student academic achievement



- Parents and families in Title I schools have the right to be engaged in the review/evaluation of this annual policy



What is the School Improvement Plan?



The School Improvement Plan (SIP) is created in an online platform called NCStar and includes:

- Comprehensive Needs Assessment
- Goals and Strategies
- Professional Development needs
- Coordination of Resources and Budget
- School's Parent and Family Engagement Goals



- To access our SIP, visit <https://hornetsnests.cmsk12.org/>
 - User Name: guests7101
 - Password: guests7102

What is included in the Schools' Parent and Family Engagement Policy?

Components



- This policy addresses how the school will implement the parent and family engagement requirements of the *Every Student Succeeds Act (ESSA)*.
- Parents of students at a Title 1 school have the right to be engaged in the development of the schools Parent and Family Engagement Policy

What is a School Compact?

School Compact



The compact is a commitment from the school, the parent/family, and the student, to share in the responsibility for improved academic achievement



Parents and families of students in Title I schools have the right to be involved in the revision/review of the School Compact

Who are the Parent Leaders at my school?

Contacts



School Social Worker:

Shikinda Gethers
(shikindad.gethers@cms.k12.nc.us)



Title 1/Assistant Principal:

Brian Murphy
(briant.murphy@cms.k12.nc.us)



School Principal:

Dwayne Simmons
(dwaynet.simmons@cms.k12.nc.us)



Volunteer Opportunities



- Join parent leadership groups such as PTA, PTSA, PTSA, booster clubs, etc.
- Become a member of the School Improvement Team and/or attend meetings
- Volunteer to contact other parents/families regarding important school information
- Attend academic events occurring at your child's school
- Participate in opportunities that support school activities
- Support Teacher appreciation activities
- Assist with class parties
- Attend parent conferences

Requesting Qualifications of my child's teachers?



Title I parents and families have the right to request the qualifications of their child's teachers. The "Parent Right to Know" letter is linked to the school's website and contains the form to request the teacher's qualifications



Requests should be completed by the school within 30 days.

**Notification if my
child is taught by
a teacher who is
not highly
qualified**



- Being Highly Qualified in NC means you have successfully passed the licensure exams required or received alternate licensure in a way set out by NC law.
- Parents and families are notified if teachers do not meet ESSA's requirements for Highly-Qualified



- Parents may request information on teacher qualifications in writing



Thank you!



Join Parent Teacher Association
(PTA)



Join School Improvement Team (SIT)



Register to Volunteer
www.cmsvolunteers.com



Endless possibilities START WITH CMS!

