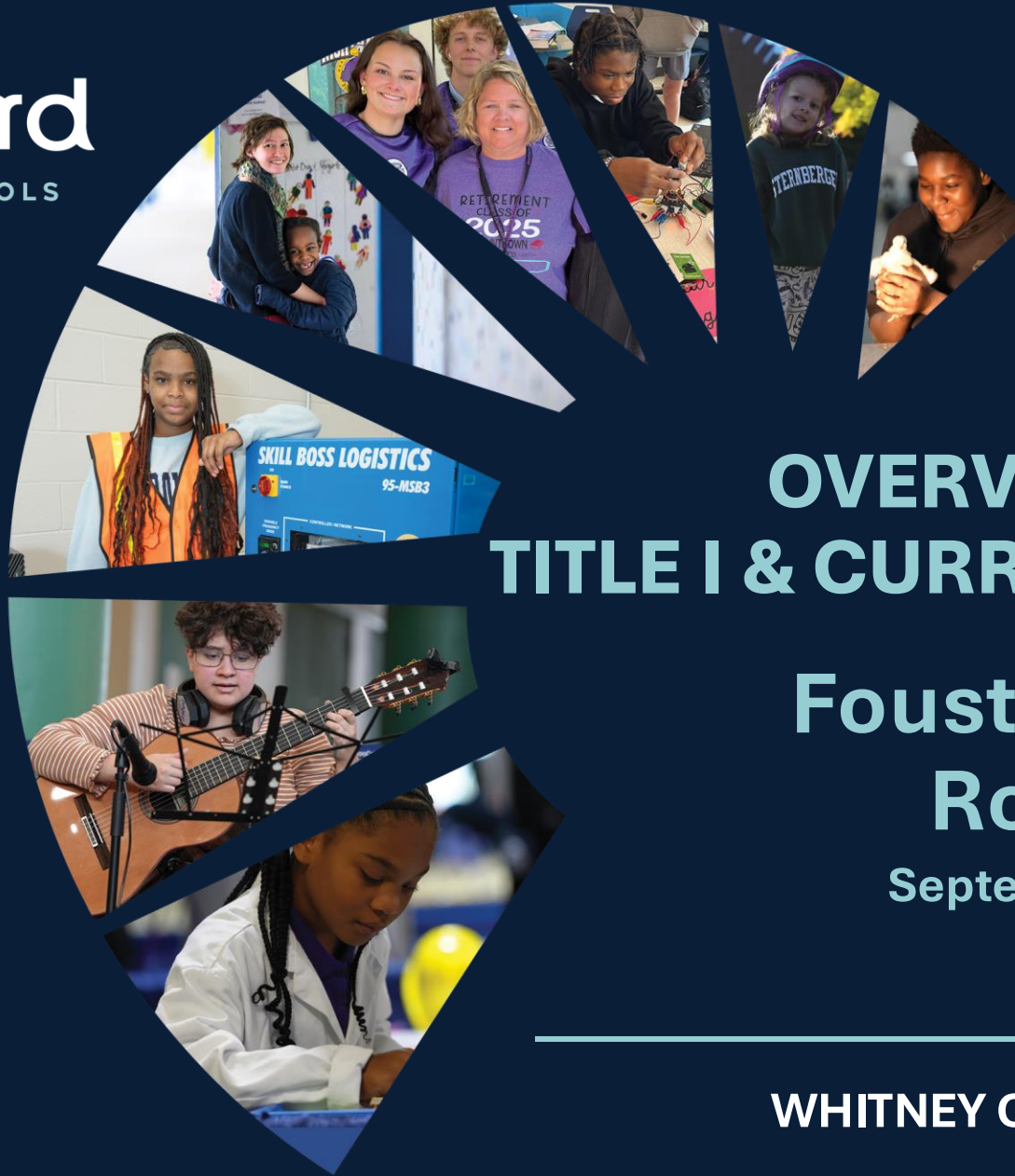




OVERVIEW OF THE TITLE I & CURRICULUM PROGRAM

Foust Gaming & Robotics

September 29, 2026

WHITNEY OAKLEY, ED.D. | SUPERINTENDENT

Annual Title I Night Meeting Agenda

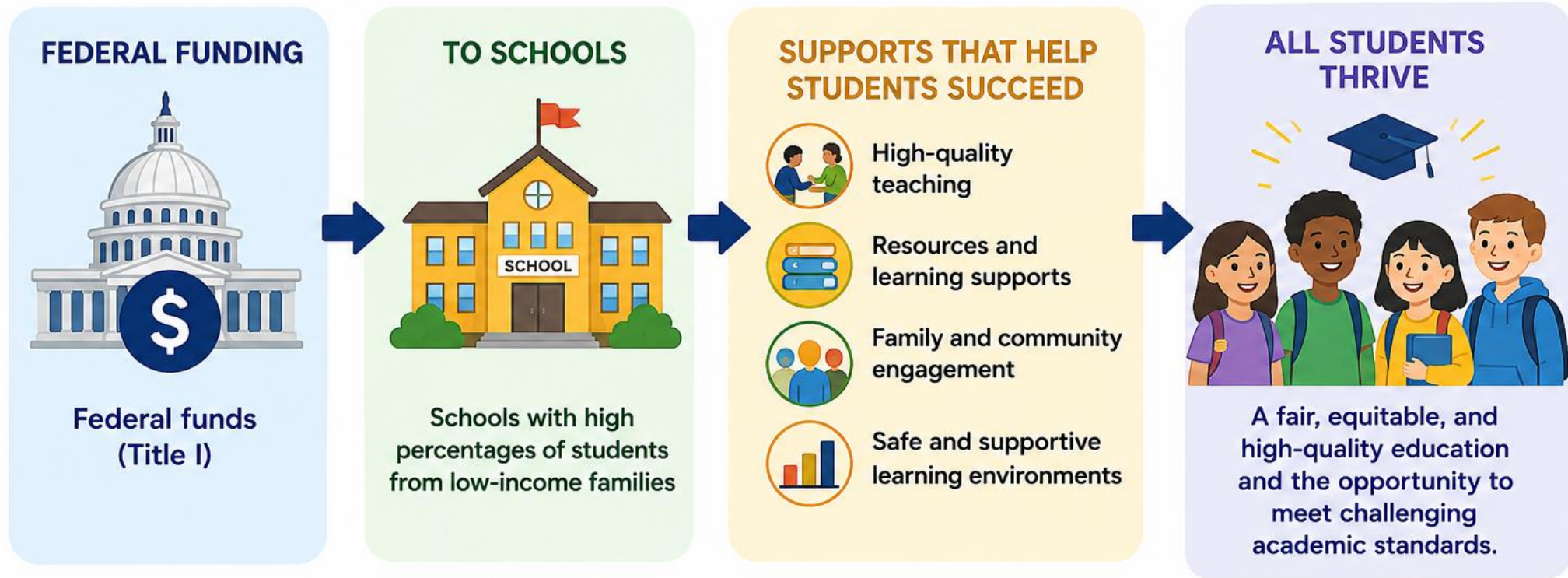
- Title I – Information and Purpose
- How Are Title I Funds Used In My School?
- Curriculum and Assessments
- Achievement Levels & State Academic Standards
- Parent and Family Engagement



Title I – Information and Purpose

TITLE I

a federal education program that provides **supplemental** funding to schools with high percentages of students from low-income families to help ensure all students have a fair, equitable, and high-quality education and the opportunity to meet challenging academic standards.



Every student. Every opportunity. Every day.



How Are Title I Funds Used In My School?

Foust Gaming & Robotics

2026-2027 Title I Funds

Each school receives two types of allocations:

1



Non-Restricted Funds

\$232,623.50

2



**Parent and Family
Engagement Funds**

\$5308.98

Our Title I funds will be used to:

- **Positions**
 - **MTSS Coordinator**
 - **Multi-Classroom Coach**
- **Professional Development for Teachers**
 - **Data Day**
- **Parent & Family Engagement**
- **Supplies & Materials for Students**



State Academic Standards and Achievement Levels

State Academic Standards



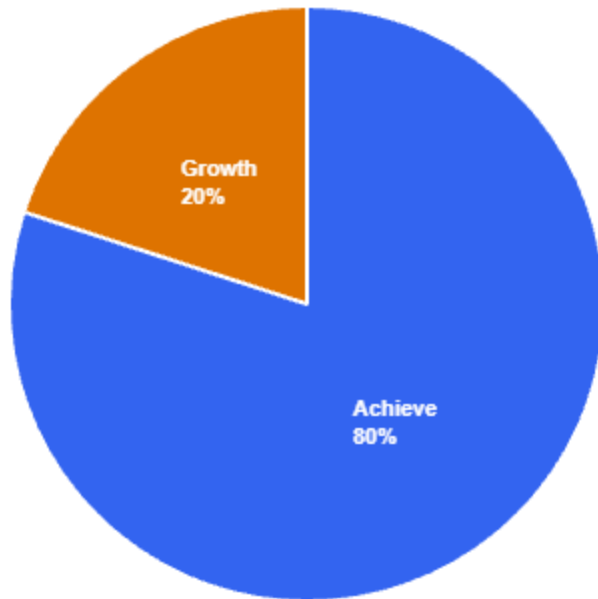
Achievement Levels

The North Carolina Standard Course of Study (NCSCOS) defines the content standards for each grade and proficiency level, ensuring a uniform set of learning expectations for all public schools in North Carolina.

These standards specify what students should know and be able to do by the end of each school year or course, preparing them for postsecondary opportunities, including college, career, or military service.

Accountability Data

● Proficiency / Achievement (Achieve) : 80.0% ● Academic Growth (Growth) : 20.0%



- Four achievement levels (Not Proficient, Level 3, Level 4, and Level 5) are reported for EOG and EOC tests.
- Not Proficient indicates a student's performance is not on grade level and additional support may be needed.
- Level 3 indicates a student's performance is on-grade level though some support may be needed.
- Levels 4 and 5 indicate a student's performance is on track for career- and college-readiness expectations for EOG and EOC tests.

Foust Achievement Data & Goals

■ 2024-2025 School Year

- Math- 40.7%
- Reading- 32.3%
- Science- 27.5%
- Overall Growth- Not Met

■ 2025-2026 School Year

- Math- 48.2%
- Reading- 37.1%
- Science- 48.1%
- Overall Growth- Not Met

Goals for 2026-2027 School Year

Math- 50%
Reading- 42%
Science- 52%



Curriculum and Assessments

Curriculum – Grades K-5



Curriculum

Our school uses High-Quality Instructional Materials to build strong foundations in reading, math, and science that are aligned to the North Carolina Standard Course of Study.

Literacy- UFLI & CKLA

Math- Imagine Math

Assessments – Grades K-5



Assessments

K-5 Assessments & Progress Monitoring

NWEA for Math

MClass & Diebels for Reading

Grades 3-5 Assessments

Benchmarks/Interims

End-of-Grade (EOG) tests

To access your student's Individual Student Report (ISR), please log into the Infinite Campus Parent Portal or contact the school to request a hard copy.

For More Information

You may visit the following links to access student performance and assessment information.

- www.gcsnc.com/families/academics-choice/academics
- www.gcsnc.com/families/academics-choice/state-testing/parent-information



Parent and Family Engagement

Parents Right-to-Know



2026-2027 Parents Right-to-Know Letter and Notification

To: All Parents

Date: August 2026

From: Guilford County Schools

Subject: Right-to-Know Letter and Notification

As a parent of a student in a Title I school in Guilford County Schools (GCS) and part of our beginning of each school year notification, you have the right to know about the (1) professional qualifications and licensing criteria of the teachers who instruct your child, (2) information regarding student participation in mandatory State or local testing and affiliated policies, (3) language instruction and English learner identification protocols and services, and our assurance, that such information will occur in an understandable language and accessible format. This is a requirement for all public-school units (PSUs) that receive Title I funds and allows you to request such information and receive a response in a timely manner. Below are additional details about the Parents Right-To Know information.

1) Professional Qualifications and Licensing Criteria of Teachers

- a. Guilford County Schools (GCS) informs parents that they have the right to request information regarding the professional qualifications of their student's classroom teachers, and our response will occur in a timely manner, including the following information and whether the student's teacher—
 - i. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
 - ii. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived, and
 - iii. is teaching in the field of discipline of the certification of the teacher.
- b. Whether the child is provided with services by paraprofessionals and, if so, their qualifications.
- c. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required; and
- d. Timely notice that your child has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the assigned grade level and subject area.

2) Testing Transparency and Information, Student Participation in Mandatory State or Local Testing, and Affiliated Policies

- a. Parents may request and receive a response in a timely manner, information regarding any State or local school policy regarding student participation in any assessments mandated and affiliated procedures, or parental right to opt the child out of such assessment, where applicable.
- b. Guilford County Schools (GCS) shall make widely available through public means and notice, including by posting in a clear and accessible manner on our website each grade served with information on each assessment as required by the State and locally, to comply with where such information is available and feasible to report, including—

District Policy

Policy Code: 1320/3560 Title I Parent and Family Engagement

The Guilford County Board of Education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. District officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The Board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the District's Title I program in helping students meet state and local achievement standards.

A. Definition of Parent and Family Engagement

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the District utilizes activities to support parent and family engagement in the Title I programs.

B. Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well- rounded education and meet the District's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the District's academic standards. Targeted assistance

Parent and Family Compact



2026-2027 Parent and Family Compact

Each school that receives Title I, Part A funding must work together with parents to create a School-Parent Compact, which is a written agreement explaining how the school, parents, and students will share the responsibility for supporting student learning and helping every child succeed. As part of the school's Parent and Family Engagement Plan, the compact outlines what the school will do to support learning, what parents can do at home, how students will take responsibility for their own learning, and how families and the school will partner to help children meet the state's academic standards. The goal of the compact is to ensure that everyone understands their role in helping students achieve their best.

COMMITMENT FROM OUR SCHOOL

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's challenging State academic standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents with reasonable access to staff.
5. Provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parent and Family Engagement Plan



2026-2027 Parent and Family Engagement Plan

The Every Student Succeeds Act (ESSA) is a federal program to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. A requirement of ESSA is that each school shall jointly develop with and distribute to parents and family members a written plan that describes how the school will meet legislative requirements.

OUR PLAN TO MEET ESSA REQUIREMENTS

- Convene an annual meeting at a convenient time, to inform parents of the school's participation in and requirements of Title I and the parents' rights to be involved.
- Offer a flexible number of meetings (morning, evening, etc.) so that as many parents as possible are able to attend.
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parent and family engagement plan and the joint development of the schoolwide program.

Provide parents:

- Timely information about the program.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
- Allow for parent comments on the schoolwide plan.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Respond to any such suggestions as soon as practicably possible.

TITLE I MEETINGS

1. Hold an Annual Meeting to inform parents that the school participates in the Title I program, explain the program's requirements, and outline parents' rights to be involved.
2. Offer flexible parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
3. Involve parents in the development, review, and improvement of the school's Parent and Family Engagement Plan, Compact, and Title I Program.

Grade Level Presentations

Our next session will be in grade level pods from 6:00-6:30, followed by the AIG presentation upstairs in room 2113 from 6:30-7:00.

Downstairs:

Pre K / Kindergarten- Teal Pod

4th Grade – Purple Pod

1st Grade – Pink Pod

Adapted Curriculum- AC Hallway

Upstairs:

2nd Grade – Orange Pod

3rd Grade – Yellow Pod

5th Grade – Red Pod