



Haven Elementary's Title I Annual Family Meeting

September 30, 2026 @ 5:30 pm.

Location: Cafeteria

Principal: Tara Cheeks

Assistant Principal: Beth Malone

Family Engagement Facilitator: Reeshemah Johnson

Title I Programs Can Help:



- ▶ Children do better in school and feel better about themselves
- ▶ Teachers understand the needs and concerns of students and parents
- ▶ Parents understand their child and be more involved in the child's education

What is a Title I 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...
 - ▶ Identifying students experiencing academic difficulties and providing timely assistance to help these student's meet the State's challenging content standards.
 - ▶ Purchasing supplemental staff/programs/materials/supplies
 - ▶ Conducting parental meetings/trainings/activities
 - ▶ Recruiting/Hiring/Retaining Highly Qualified Teachers
- ▶ Being a Title I school also means family engagement and parents' rights.



Title I Funds

- ▶ Any Local Educational Agency (School District) with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of it's Title I allocation for parental involvement.
- ▶ Of that 1%, 10% may be reserved at the school district for system-wide initiatives related to family engagement. The remaining 90% must be allocated to all Title I schools in the district. Therefore, each Title I school receives its portion of the 90% to implement school-level family engagement.
- ▶ **As parents of a Title I school you have the right to be involved in how the funds are spent.**

School-wide or
Targeted Assistance
Haven is a School-
Wide Title I Program



School-Improvement Plan

- ▶ **Planning Team:** Principal Cheeks, Assistant Principal Malone, Academic Coach Powell-Morgan, MTSS-RTI Coordinator Owens, Family Engagement Facilitator Johnson, PreK - 5 Grade Level Leads (McGreevy, Geneva Gadsden, Muir, Burton, Walker, Cummings, Wellington, Early Intervention Lead, J. Williams, Testing Coordinator Petty-Truell, ECST Walsh, LMS Ms. Hernandez
- ▶ **Needs Assessment:** We reviewed student achievement, attendance, discipline, intervention, and family survey data to find our strengths, needs, and root causes.
- ▶ **Strategic Goals (by Spring 2027):**
 - ▶ **Academics:** Grades 1-5 students demonstrate 65% growth in reading and math (NWEA MAP); students reading on grade level increase from 19.6% to 35%; Grades 3-5 GMAS Math Content Mastery increases from 37.7 to 41.9.
 - ▶ **Attendance & Behavior:** Students absent less than 10% of school days increase from 70% to 75%; discipline referrals decrease 15% (238 to 202).
 - ▶ **Family Engagement:** Family participation increases from below 10% to 20%, and more families see Haven as welcoming (annual family survey).
- ▶ **Research-Based Strategies:** Strong Tier I instruction; structured literacy, targeted intervention (EIP, Special Education, MTSS/RTI framework); teacher data teams; PBIS schoolwide behavior expectations and restorative practices; Bee Here. Bee Successful Attendance Program & Recognition; two-way family communication.
- ▶ **Evaluation of Plan:** Progress is reviewed every quarter and documented on Haven's 45-Day Short-Term Action Plan (STAP). Strategies are adjusted when data show they are not working, and progress is shared with families.

School-Improvement Plan

- ▶ **Student Academic Assessments:** NWEA MAP (Reading & Math), Amira (K-3), GKIDS 2.0 (Kindergarten), and Georgia Milestones (Grades 3-5). See the Assessments slide.
- ▶ **Information on Proficiency Levels:** Georgia Milestones reports four levels: Beginning, Developing, Proficient, and Distinguished Learner.
 - ▶ Spring 2025: 15.55% of Grades 3-5 students scored Proficient or Distinguished in ELA and 15.55% in Math; 24.44% in Grade 5 Science.
 - ▶ Spring 2026: Math Content Mastery rose from 32.1 to 37.7. 2026 ELA results are delayed by the state due to new standards.
- ▶ **Additional Assistance for Struggling Students:** MTSS/RTI framework, EIP -Early Intervention Program (K-5), DIG intervention block, Ignite tutoring (EIP Grades 1-3), Amira (K-3), IXL, Special Education supports for students with an IEP (Individual Education Plan), and ESOL supports.
- ▶ **Coordination of Federal Funds & Programs:** Title I Part A, Title IV Part A, IDEA, and McKinney-Vento funds support staff, interventions, professional learning, and family engagement.
- ▶ **School Programs:** Bright From the Start: Lottery Funded PreK (2 classrooms), 21st Century After School program, PreK-to-Kindergarten and 5th-grade-to-middle-school transition/orientation support.
- ▶ **Family Engagement Strategies:** School Family Engagement Policy and School-Parent Compacts; ClassDojo, Haven's school website, and the weekly Hive Happening family newsletter; family events; and community partners.

Curriculum

- ▶ **Reading / English Language Arts (K-5)**
 - ▶ HMH Reading and Writing Workshop (Grades K-5)
 - ▶ HMH Structured Literacy (Grades K-2) for phonics and foundational reading skills
 - ▶ Aligned to Georgia's K-12 English Language Arts Standards
- ▶ **Mathematics (K-5)**
 - ▶ Savvas enVision Mathematics (Grades K-5)
 - ▶ Aligned to Georgia's K-12 Mathematics Standards and the district Year-at-a-Glance pacing guide
- ▶ **Extra Support & Practice**
 - ▶ Amira (K-3) - 30 minutes or more per week of online tutor for literacy skills
 - ▶ IXL - math & reading practice for students receiving Tier 2 or Tier 3 support and students with disabilities (at least 3 days a week for 15 - 30 minutes)
 - ▶ DIG intervention block (daily) EIP teacher support and Ignite reading virtual in-person tutoring (Gr. 1-3), L.O.V.E mentors' grade 4 students

Assessments

Assessment	Grades	Subjects	When	What it tells us
NWEA MAP Growth	1-5	Reading, Math	Fall, Winter, Spring	Growth and achievement compared to students nationally
Amira	K-3	Foundational reading	Fall, Winter, Spring	Reading skills; On Track = at or above the 50th percentile
GKIDS 2.0	K	Kindergarten readiness and skills	Throughout the year	Progress on kindergarten standards
Georgia Milestones (GMAS)	3-5	ELA, Math; Science (Gr. 5)	Spring	Proficiency level on Georgia standards
Classroom assessments & progress monitoring	K-5	Reading, Math Science grade 5	Ongoing	Guides small groups, instructional decisions and interventions

Spring 2026 Snapshot

- **Amira (K-3):** 40% of students On Track or Above
- **NWEA MAP median growth percentile:** Reading 34th, Math 36th
- **GMAS Math Content Mastery (Gr. 3-5):** 37.7, up 5.6 points from 2025

Teacher Professional qualifications

- ▶ You, as Title I Parents, have the right to request the qualifications of your child's teachers.



Family Engagement Input

- ▶ District Family Engagement Policy
- ▶ School Family Engagement Policy
- ▶ School -Parent Compacts
- ▶ Budget
- ▶ Volunteer opportunities
- ▶ Family decision making opportunities
- ▶ Family Forum
- ▶ Surveys

Family Engagement

- ▶ How can families become involved at the school
- ▶ Parents have a right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children
- ▶ The school should respond to such suggestions from parents if practicably possible, especially suggestions for improving school-home communication, behaviors and family involvement.

Family Engagement Funds

- ▶ SCCPSS reserves 1% from the total amount of the Title I, Part A funds it receives in FY27 to carry out family engagement requirements.
- ▶ Family/Parent input as sought through the Annual Evaluation Survey and Parent Forum held in the spring on how to spend these funds.

Contacting the Staff



ClassDojo



The background is a vibrant green with abstract, overlapping geometric shapes. On the left, there is a stylized illustration of a hornet's head and thorax in white and green. Below it, the word "Hornet" is written in a large, white, cursive script font with a green outline. The word is partially obscured by a diagonal white line that runs from the top right towards the bottom left.

Questions