Alexandria City Public Schools

ALEXANDRIA CITY PUBLIC SCHOOLS
NURTURE
EDUCATE
INSPIRE

2030 Strategic Plan — Nurture. Educate. Inspire.

2026 Annual Title I Meeting

Francis C. Hammond
Sept 23, 2026 6:00 PM
Anika Buster-Singleton



Purpose of the Annual Title I Meeting

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 your school's participation in Title I,
- Explain the requirements of Title I, and
- Explain your rights as parents and family members to be involved.

We are very excited to share information about our Title I program with you tonight

What is Title I?

- Title I, Part A, is a U.S. Department of Education's (USED) grant program. It provides supplemental funds to schools with high numbers of children from low-income families.

- The goal of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

- Our school is a Title I schoolwide school. That means every student is eligible to receive support under Title I. Our school can use Title I funds to upgrade the entire educational program of the school. Federal funds, staff, and materials are integrated to upgrade the entire academic program for every student, parent and staff member.

How is a school that receives Title I funds different from a school that does not?

Funding

- Title I School: Receives extra federal funding under the Every Student Succeeds Act (ESSA). These funds are provided because the school serves a high percentage of students from low-income families.
- Non-Title I School: Does not receive these specific federal funds. Their budget is based on standard state and local funds.

Parent and Family Engagement – important to both schools, but

- Title I School: Legally required to set aside a specific percentage of their Title I budget just for parent and family engagement. They must jointly develop a written Parent and Family Engagement Policy, create a School-Parent Compact, hold an Annual Title I Meeting, and provide parents with supports to help their child at home.

How is a school that receives Title I funds different from a school that does not?

Resources

- Title I school – because of the extra funding, schools may have additional staff (interventionists, coaches, counselors, etc.), more access to technology and staff may receive additional or different professional development, etc.

Accountability

- Title I schools – may have stricter federal and state oversight, prove that their Title I expenditures are directly impacting student achievement, all instructional assistants must meet state qualifications in a Title I school, and parents are provided information about their rights.

What can Title I funds be used for?

- Title I, Part A funds can support a wide range of activities to help Title I students meet state academic standards. This includes:
  - Instructional supports for students, like materials and supplies, additional staff to support learning, field trips, etc.
  - Non-instructional supports like behavior and mentoring supports, and social and emotional learning, professional development to support teachers and staff, and
  - Parent Workshops to support their student at home

How does our school use Title I funds in our Schoolwide Program?

- Title I funds support the entire instructional program to raise achievement across the school in a schoolwide school.
- For 2026-2027 SY, our school was allocated approximately $846,000 in Title I funding.
- We conducted a data review and developed a **Comprehensive School Improvement Plan (CSIP)** to determine student, parent, and staff needs.

How does our school use Title I funds in our Schoolwide Program?

- **Title I funds will be used to provide the following:**
  - **Additional staff:**
    - Title 1 School Improvement Coach
    - Additional EL teachers
    - Math Interventionist
    - Student Support and Intervention Specialists



Programs/Materials/Supplies/Experiences

Supplemental decoding/encoding intervention materials using HQIM for tier 2 and 3 students in ELA

Small group instruction/intervention furniture

Supplies

- Basic instructional supplies for classroom use: chart paper, pencils, pens, markers, stickies, large post its, STEM supplies, books for vending machine, copier paper, notebooks, binders, notebook paper, journals, poster maker paper, laminating film, ink, toner, poster board, etc.
- Content Instructional supplies - STEM kits, science materials (goggles, thermometers, etc.) Scholastic Jr and other Scholastic magazines, leveled text, books for the book vending machine, math manipulatives, bilingual resources, etc.

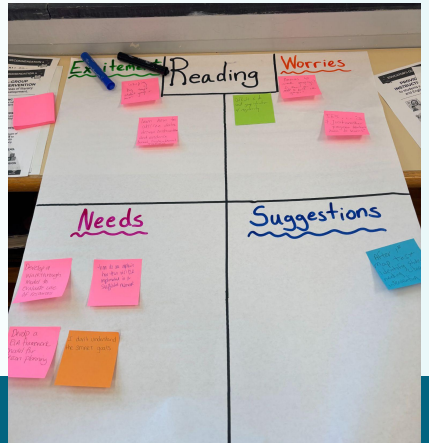
How does our school use Title I funds in our Schoolwide Program?

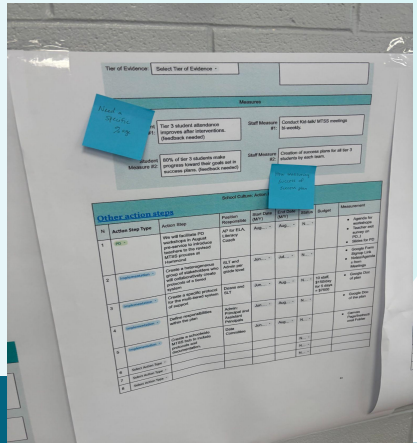
- **Title I funds will be used to provide the following:**
  - **Teacher Professional Development:**
    - On-going and sustained professional learning on organizing and implementing effective small group instruction, including professional development and coaching sessions.
      - Learning Forward
      - AVID
      - Parent and Family Engagement Training
  - **Parent and Family Engagement**
    - Title I Annual Meeting
    - Math Night
    - Reading Night
    - STEM/Science Night
    - Title I Parent Coffees

What is the Comprehensive School Improvement Plan (CSIP)?

- The CSIP includes looking at Francis C. Hammond performance data on MAP, SOLs, VALLSS, ACCESS for ELLs Assessment, and other tests to see where students need support
- Our CSIP describes the strategies and steps the school will implement to address our needs
- The CSIP team is made up of school administrators, staff, central office staff, parents, and community members

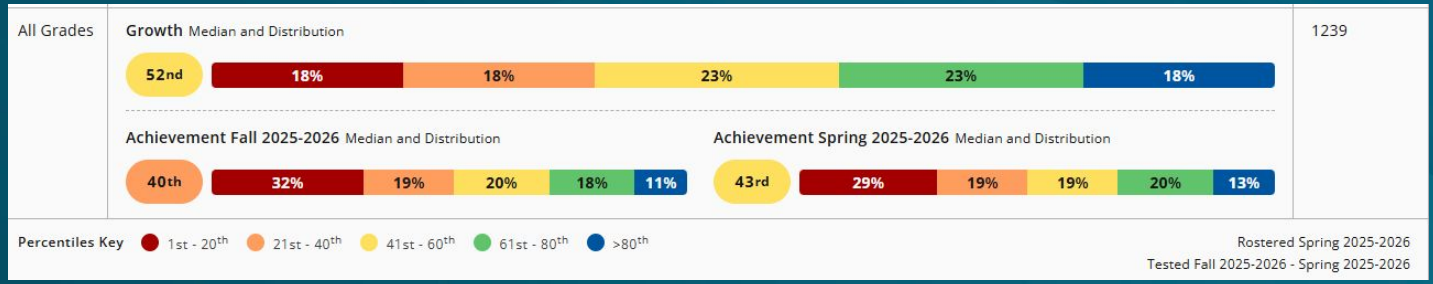




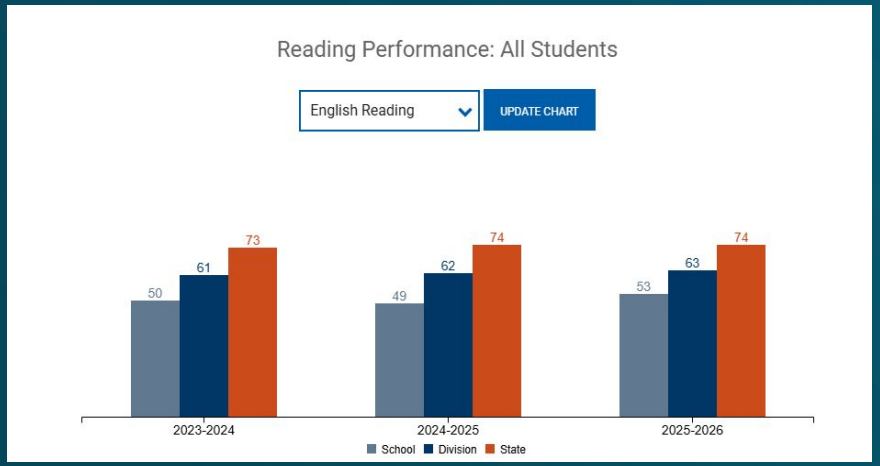


Reading Scores

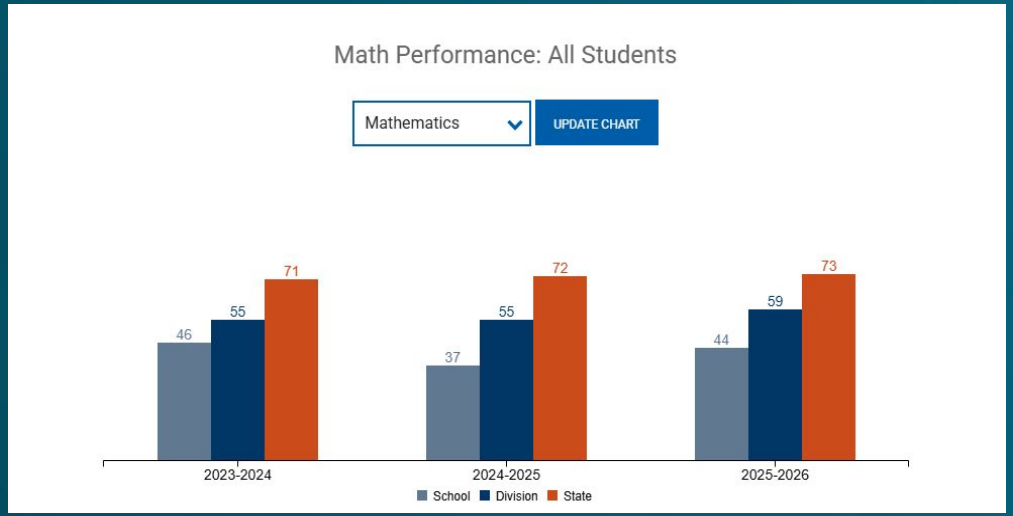
MAP



SOL

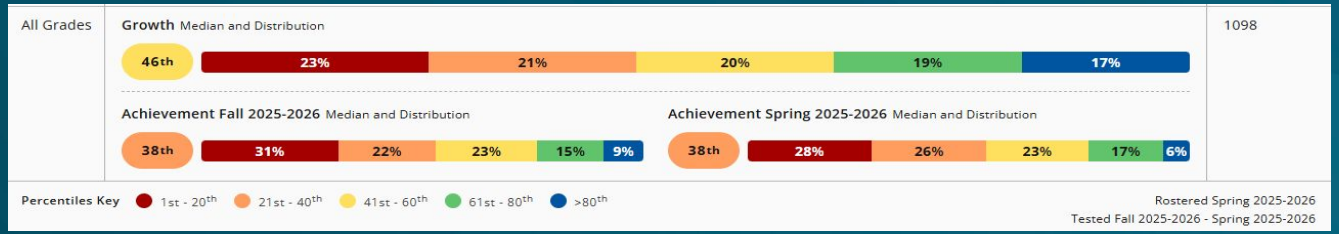


Math Scores

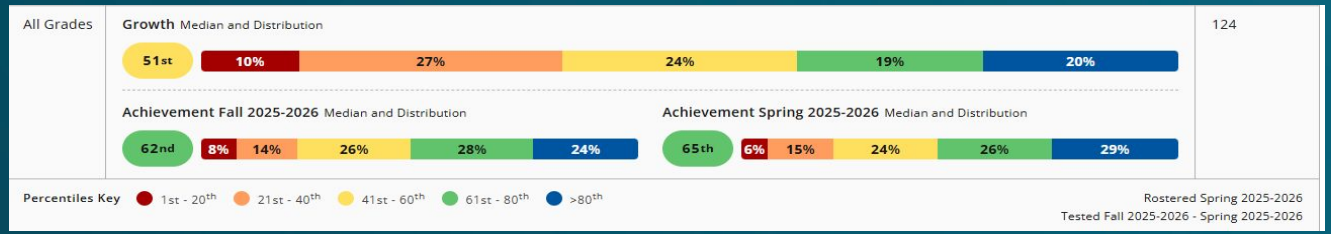

Math Performance: All Students
Mathematics
UPDATE CHART
46
55
71
37
55
72
44
59
73
2023-2024
2024-2025
2025-2026
School
Division
State

Math Scores

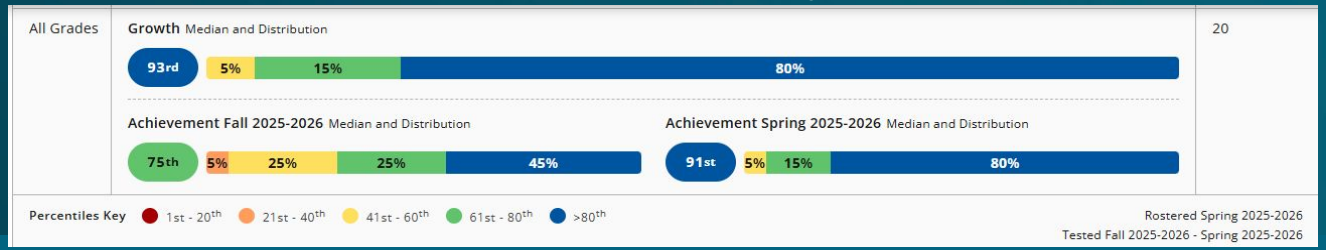
Math K-8



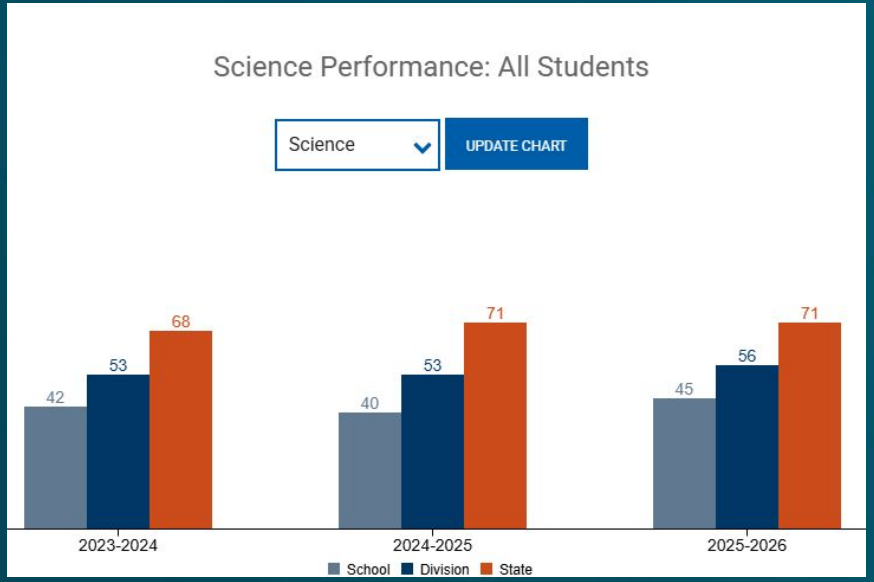
Algebra

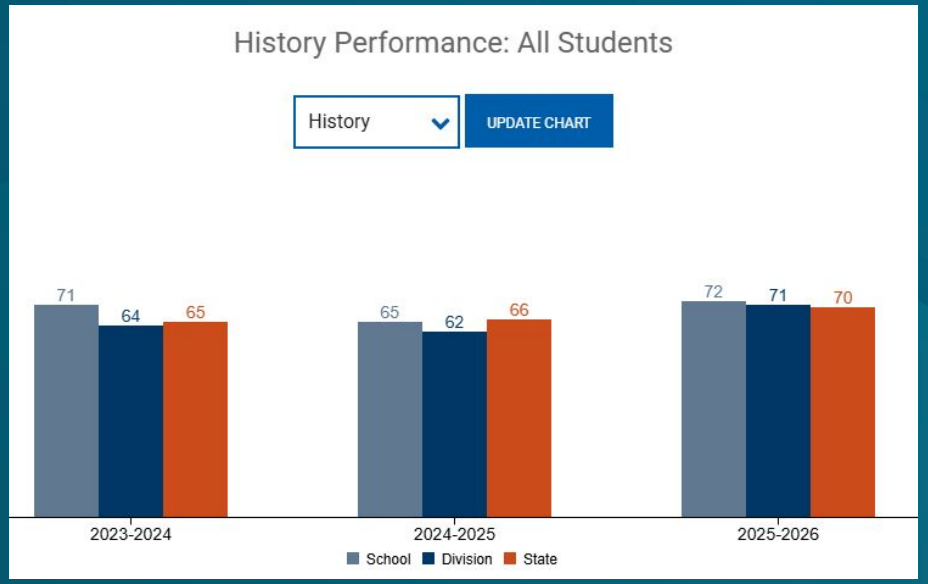


Geometry



Science & Civics





Comprehensive School Improvement Plan



The goals for Francis C. Hammond are:

- **Goal 1** -By the end of the 2026–2027 school year, the percentage of students scoring proficient on the Virginia Standards of Learning (SOL) Reading assessments in the identified focus areas will increase by at least 10 percentage points.

- **Goal 2 -** By the end of the 2026–2027 school year, the percentage of students scoring proficient on the Virginia Standards of Learning (SOL) Mathematics assessments in the identified focus areas will increase by at least 10 percentage points.

- **Goal 3 -** By June 2027, 70% of all students will demonstrate proficiency on SOL assessment questions aligned to Standard 1 (scientific and engineering practices).

- **Goal 4** - By the end of SY 26-27, the administrative team will reduce the number of suspensions among students that identify as African American or Hispanic by 20% as compared to SY 25-26 data.

Comprehensive School Improvement Plan



Evidence Based Interventions (EBIs)and action steps we will use to meet these goals:

- Provide small-group instructional (SGI) intervention to students struggling in literacy and English language development.
- Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.
- MTSS

Action steps

- Monthly professional development on small group instruction
- Teachers will engage in professional development to learn how to implement the reading strategies within the core content area.
- Implement small-group instruction and Talk-Read-Talk-Write (TRTW) to strengthen Tier 1 instruction and support EL and SPED students in a unit.
- Create and implement a system for monitoring restorative practices, kid talk conversations, and tier 1 Casel and Ruler curriculum.

Comprehensive School Improvement Plan

How Title I funds will help us meet these goals:

- Additional staff funded with Title I to work with students and staff
- Professional development materials for staff
- Provide professional development opportunities
- Purchase items we need to facilitate small group instruction
  - Furniture
  - Materials and supplies
- After school tutoring and Saturday Academy
- Field trips for experiential learning opportunities
- Instructional supplies for students and staff to use in classroom learning
- Parent and family engagement events

Feedback on the CSIP Goals

We would now like your input on our school goals.

Please scan the QR code for your preferred language

English	Amharic	Pashto	Dari	Arabic

More Information About our School can be found on the School Quality Profile

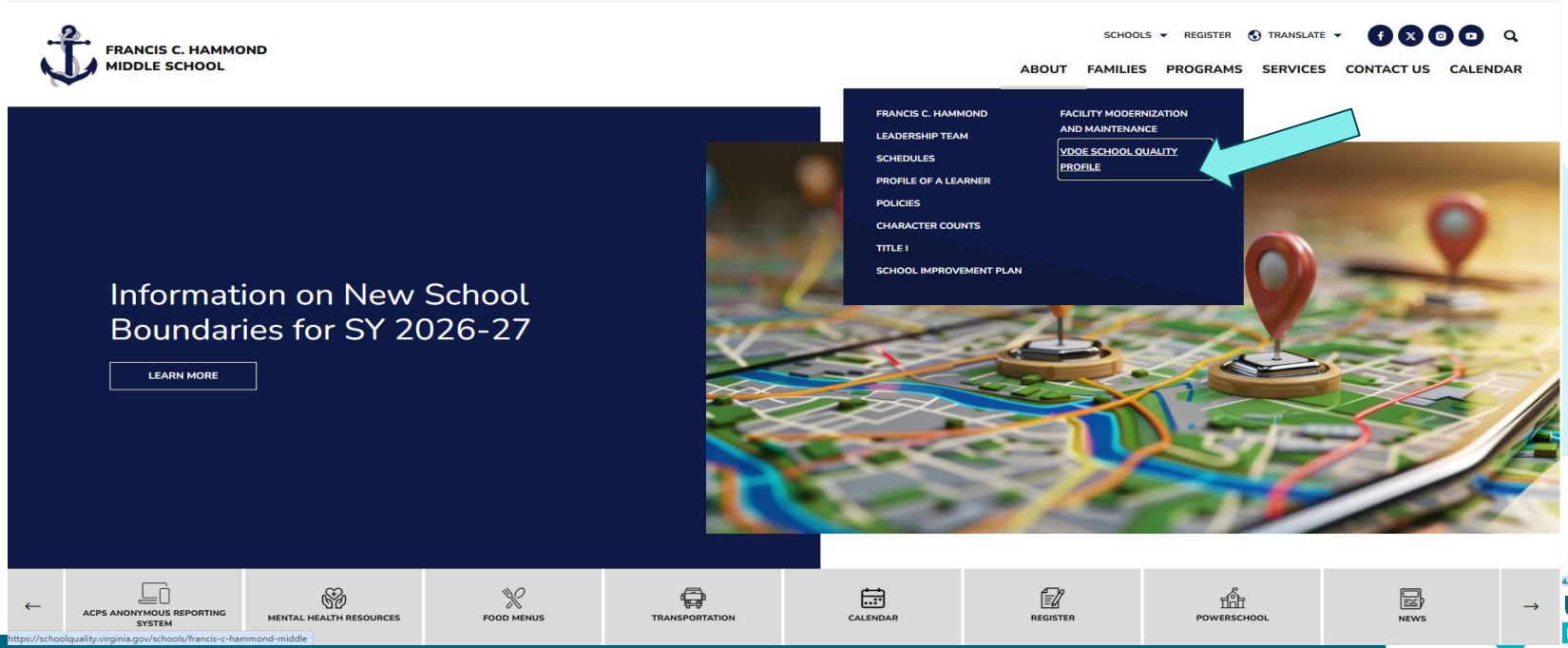
- The Virginia Department of Education is required to post information for each public school in the Commonwealth to engage parents and keep them informed through a School Quality Profile
- The profile contains information on student achievement, enrollment, and teacher quality as well as other information
- A link to the School Quality Profile can be found here:

VIRGINIA DEPARTMENT OF EDUCATION
SCHOOL QUALITY PROFILES

ALEXANDRIA CITY PUBLIC SCHOOLS
NURTURE EDUCATE INSPIRE

School Quality Profile

The link can be found here on the FCH website



What Curriculum and Assessments are used in ACPS?

- Alexandria City Public Schools use the state adopted Standards of Learning as the basis of our curriculum. These standards provide clear expectations for instruction, assessment, and student work.
- We utilize high quality instructional materials for our core curriculum in math, reading, science, and social studies, such as Savvas Realize, which are proven to increase student outcomes.Grade level and core teachers adapt lessons to meet the unique learning needs of students in the classroom.





Measuring Academic Progress

- Students take the Virginia Standards of Learning assessments.
  - Grades 6 and 7 - Math and Reading
  - Grade 8 - Math, Reading, Integrated Reading and Writing, Civics, and Science
- Students take reading and math benchmark test three times a year using the Measures of Academic Performance assessment
- Some students will also take the Virginia Language and Literacy Screening System
  - Grades 6-8 (students who failed the reading SOL)

Measuring Academic Progress



- English learner students will take the WIDA ACCESS for ELLs Assessment to monitor their progress in learning academic English
- Students also take division benchmark assessments in science.
- Parents receive reports regarding these assessments to keep you informed of your child's specific growth areas and achievements.
  - Assessment Results are communicated through:
    - Digital Document Delivery
    - Performance Matters
    - Parent-Teacher Conferences
    - Printed Reports (available upon request)

Shared Responsibilities

- Parents and Families are an important part of the Title I Program
- The families and parents of Title I students should
  - be involved in decisions made at the school;
  - be provided with information on your child's level of achievement on tests in reading/language arts, writing, mathematics, and science;
  - receive information in a format they can understand;
  - participate in the planning of parent and family engagement activities at the school; and
  - have support provided to parents of English learners on how to support their child in learning English

Communication with Parents and Family Members is also Important

Each September, all parents in a Title I school receive a letter called the *Right to Request* letter

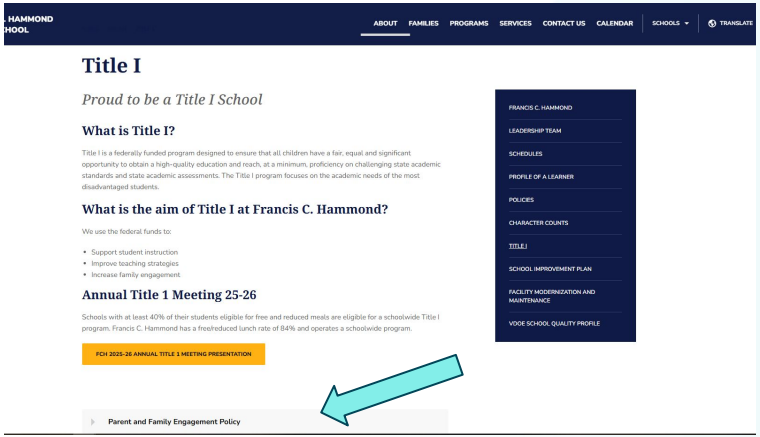
This letter lets parents know they have the right to request information regarding the professional qualifications of their child's classroom teacher.

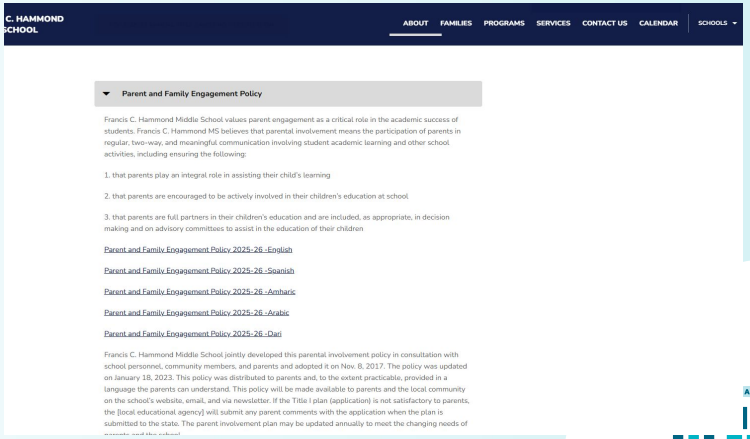
Additional Notification

- Parents who have students in a Title I school may receive a letter called the *Notice of Teachers who are not Properly Licensed and Endorsed*
  - This letter lets parents know that their child is assigned a teacher for four or more consecutive weeks who is not licensed or endorsed under the Virginia Guidelines
- Parents who have students in a Title I school will receive information on the *Parental Notification of Assessment Opt Out Policies*
  - This lets parents know that they may request information about any state or division policy regarding student participation in required assessments
- Students who participate in the English Learner program also receive the *30 Day* letter about their child's EL level and information about the English Learner program in ACPS

What is the Parent and Family Engagement Policy and School Parent Compact?

- Our school, with the help of parents and community members, developed a Parent and Family Engagement Policy and School Parent Compact.
- The policy and compact are a joint promise between our school and your family to work together, communicate regularly, and support your child's learning so they can succeed.
- This policy can be found on the website





Parent and Family Engagement Policy Review

You, as a Title I parent or family member, are invited to be involved in the development and review of the 26-27 policy.



Parent and Family Engagement Policy Review

- **Section I** – what is the best way our school can involve parents and families in the development and review of the Parent and Family Engagement Plan/School-Parent Compact and the Comprehensive School Improvement Plan?

- **Section II** - What specific academic area does your child struggle with the most where you feel you need more training or tools to help them at home?



Parent and Family Engagement Policy Review

Section III – School-Parent Compact

Parent Responsibilities:

PARENTS/GUARDIANS WILL:

- Emphasize punctuality and regular school attendance.
- Inquire about their child's school day and what they are learning.
- Emphasize the completion of all assignments on time.
- Maintain regular school contact through Parent Square, parent/teacher conferences and/or PowerSchool and Canvas updates.
- Make a best effort to participate in at least one school function each year (i.e. PTA, Back To School Night, School Concerts, Parent Coffees, STEM Night, Literacy Night, etc.)

What do you think the biggest obstacle a family may face when trying to support these expectations (for example, time, language, conflicting work schedules, understanding of assignments)?

Parent and Family Engagement Policy Review

What is one specific thing you think the teachers/schools should do more of to communicate and partner with you?

School Responsibilities:

SCHOOL STAFF WILL:

- Foster and support the implementation of the Family Involvement Poli
- Foster a positive and welcoming atmosphere for learning.
- Foster an environment that allows communication between teacher, parent & student.
- Support and attend school functions, committees, and programs.
- Foster a welcoming environment for families.
- Support and attend school functions.
- Provide an enriched and challenging curriculum, aligned with the ACPS Curriculum and State Standards.
- Provide a nurturing learning environment which fosters healthy social and emotional learning
- Foster an environment that promotes college and career readiness.

ACPS Division Level Parent and Family Engagement Policy

- The division also has a PFE Policy that explains how the division will support parent and family engagement.
- It was revised with input from the Title I Advisory Group and input during the Division Annual Title I Meeting.
- It can be found on the Division Title I Website



What Title I Parent and Family Engagement Activities are Planned for this Year?

Thank you for completing the Francis C. Hammond Parent and Family Engagement Survey at the end of the year last year. Your answers helped us plan many exciting Title I events.

This year will plan to have

- Title I Monthly Parent Coffees
- Science Night
- Literacy Night
- Math Night
- EL Family Workshops

How can you be actively involved at Francis C. Hammond

- Volunteer
  - Support in the classroom, during field trips, or school events during the day or after school – add in school specific field trips and events
- Join Committees
  - Serve on the CSIP committee, parent and family engagement policy committee, or join the division Title I Advisory Group
- Attend Events
  - Join us for our math, literacy and STEM events, parent coffees, and parent workshops.

CEP Income Forms Required Every Year

Please Complete the Title I Survey

Your feedback helps us improve our school-home partnership. Check one answer for each statement.
Thank you for your time!

	Yes	Mostly	Not Yet
I know what Title I funding does for our school.	☐	☐	☐
I know how I can be involved in my child's education at school.	☐	☐	☐
I understand our school's academic goals and student progress.	☐	☐	☐
I understand the School-Parent Compact and the Family Engagement Policy.	☐	☐	☐
I felt welcome and respected at today's meeting.	☐	☐	☐
The meeting was easy to understand.	☐	☐	☐

Tell us more (optional)
One thing I learned today:

One question I still have:

Do you have any other suggestions on how our school can better partner with your family this year?

Would you like someone from the school to contact you about a Title I question?
☐ Yes ☐ No

Are you interested in serving on a school Title I committee (Parent and Family Engagement or CSIP) or the division level Title I Advisory Group?
☐ Yes, school level
☐ Yes, division level

If yes:

Name:

Phone and email:

Thank you for Attending Our Annual Title I Meeting

Questions?

Anika Buster Singleton
anika.buster-singleton@acps.k12.va.us

703-461-4100
https://fchs.acps.k12.va.us/
ACPS Title I Coordinator: Megan Williams
megan.williams@acps.k12.va.us

Thank you for your commitment to our students' success.