

Annual Title I Meeting Summary

2024 - 2025



T. H. McDonald Junior High School



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01

Title I





Purpose

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



EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

STRATEGIC PRIORITIES



RECRUIT, SUPPORT
AND RETAIN
TEACHERS AND
PRINCIPALS



BUILD A
FOUNDATION
FOR READING
AND MATH



CONNECT HIGH
SCHOOL TO
CAREER AND
COLLEGE



IMPROVE
LOW-PERFORMING
SCHOOLS

KEY ACTIONS



SUPPORTED
EDUCATORS



READY
STUDENTS



RIGOROUS
ENGAGEMENT



ALIGNED
SYSTEMS



ACTIONABLE
GOALSETTING

CONTINUOUS
IMPROVEMENT





District & Campus Improvement Plans

The District Title I Plan addresses how KISD will use Title I, Part A funds within the school district. The elements of the Title I Plan include:

- High-quality student academic assessments
- Supplemental services to assist struggling students
- Coordination and integration of federal funds and programs
- Strategies to implement effective parent and family engagement.





MDJH Campus Improvement Plan includes:

- A needs assessment and summary of data
- Goals, objectives, and strategies to address the academic needs of students
- Professional development needs
- Coordination of resources and services
- Identification of Title I, Part A funds and expenditures
- Strategies from the school's parental involvement policy





Title I Funding

Being a Title I, Part A School means receiving federal funding to **supplement** the school's existing programs. These dollars can be used:


- To identify students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards;
- To purchase supplemental materials, programs, and supplies;
- To hire supplemental staff; and
- To conduct parent and family engagement activities, meetings, and trainings.





What is the 1% set-aside?


Katy ISD receives a Title I, Part A allocation exceeding \$500,000 and is required by statute to set aside 1% of its Title I, Part A allocation for parent and family engagement.



Of that 1%, 10% may be reserved at the district level for system-wide initiatives and administrative expenses related to parent and family engagement.

Of the 1%, 90% must be allocated to the Title I schools in KISD to implement school-level parent and family engagement.

Title I parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities.



1% Set-Aside

ESSA includes provisions that will help to ensure success for students and schools.

Requires that **all** students be taught high academic standards that will prepare them to succeed in college and careers.

Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

Students' academic success improve when the home and school work together.





Parent & Family Engagement Plan

The plan addresses how the school will implement the parent and family engagement program. The plan includes:

- Convene an annual meeting
- Provide a flexible number of meetings
- Provide timely information about parent and family engagement activities
- Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement program
- Provide information to parents about curriculum and assessment
- If requested, provide additional meetings with parents to discuss decisions for the education of their child.





School Compact

The school-parent compact is a written agreement ...

- That addresses high-quality curriculum and instruction
- That describes how parents and families, school staff, and students share the responsibility for improved student academic achievement
- That stresses the importance of frequent communication between school and home, and the value of parent-teacher conferences
- That affirms the importance of parents and families in decisions relating to the education of their children





Teacher Qualifications

Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher.

Parents **must** follow the school procedure to request this information.

Check with the school office or district office to make this request.



STAAR

Performance Standards

Performance Standards

STAAR performance standards relate levels of test performance to the expectations defined in the state curriculum standards known as the Texas Essentials Knowledge and Skills (TEKS). Performance standards identify the minimum scale scores for each performance category and are based on recommendations from standard-setting committees. Refer to the [Assessment Reports and Studies](#) webpage for information on the STAAR standard-setting process.

Performance Level Categories

Performance Levels

STAAR Performance Standards

Performance Level Categories

Student performance on STAAR is separated into four performance categories—*Masters Grade Level*, *Meets Grade Level*, *Approaches Grade Level*, and *Did Not Meet Grade Level*. Students who achieve *Approaches Grade Level* or higher on STAAR have passed the test. Students who achieve *Did Not Meet Grade Level* on STAAR have not passed the test.

For STAAR and STAAR Spanish, the policy definitions for the four performance categories are as follows:



Masters Grade Level

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.



Meets Grade Level

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Performance Level Categories

Performance Levels



Approaches Grade Level

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.



Did Not Meet Grade Level

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Local Assessments

Formative Assessments

Used to improve instruction; determine the needs of students and guide interventions.

- Can be a minor or other grade
 - Quiz
 - Ticket In or Warm-up
 - Exit Ticket
 - Journal Entry
- Low stakes but informative to guide instruction and/or interventions/enrichment opportunities for students
- Special training in the formative process is being provided for teachers

Campus-Based Assessments

(CBA)

- Major grade
 - Test
 - Essay
 - Project
- Used to measure mastery of the TEKS
- Used to guide re-teach lessons
- Used to determine individualized interventions

Interim Assessments

What are they?

- Interim assessments are written by the State and given through the Cambium testing system
- District Learning Assessments (DLAs) are written by the district to determine mastery of the TEKS; determine intervention strategies; and help prepare students for STAAR - this is a minor grade per the Secondary Grading & Reporting Handbook (page 22)

Extended Learning Opportunities

Tutorials

Tutorials are offered by the teachers before school either at 7:50 or 8:00 - students must check the Teacher's schedule and the schedule is also posted in the Panther Press.

Tutorials are offered by the teachers after school starting right after dismissal.

Interventions will be offered during the student's Study Hall period.



Annual Evaluation

The content and effectiveness of the parental involvement policy and program must be evaluated annually:

- Identify barriers to participation in parental involvement - parent questionnaires and surveys; focus groups; parent advisory committee input
- Report findings to parents and families and use those results to revise the parental involvement plan and school-parent compact.





Next meeting
date to be
determined.

