Annual Title I Meeting and Benefits of Parent and Family Engagement

TITLE I, PART A

PARENT AND FAMILY ENGAGEMENT

Memorial Elementary
September 1, 2026, 5pm
September 2, 2026, 12pm - Virtual - **Sign in** on the Chat with name and your role in the school (parent, community, teacher, etc)

Video call link: https://meet.google.com/jyj-yrcd-oku
Or dial: (US) +1 413-308-2342 PIN: 884 809 950#

Google Meet

Agenda

At our meeting, you'll learn about:

- What Title I, Part A is and why Memorial participates
- How Title I supports student achievement
- Title I program requirements
- Parent and family rights
- Ways you can be involved and provide input

Title 1, Part A Program: Participation

Inform parents of the school's participation in the Title I, Part A (schoolwide or targeted assistance) and emphasize the program's intent to improve student academic achievement.

Title I is a federal education program that supports low income students throughout the nation. Funds are distributed to high poverty schools, as determined by the number of students who qualify for free or reduced lunch. The funds can be used to hire additional teachers or teaching assistants, to provide computers or software, to fund before, after and summer school programs, and to purchase additional materials or equipment.

Our school was selected because of the percentage of our students who qualify for free or reduced lunch and breakfast.

Memorial Elementary is designated as "school-wide" Title I schools, **ALL** children are eligible for services. When data indicate the need for interventions either because of low performance or at-risk behaviors, any student is eligible for Title I services. Your child may qualify for tutoring, before or after school programs, a classroom with fewer children or summer school. In addition, when Title I schools receive additional programs, they are available to **ALL** students for which they are designed regardless of their free or reduced lunch status.

All children in Title I schools benefit from the additional teachers and assistants. Because there are more adults to help children, all children receive more individualized and small group instruction. **The goal of Title I services is to accelerate academic achievement so that all children meet or exceed state and federal standards of performance.**

Title 1, Part A Program: Explanation of the Title 1 Program and its Purpose

Title I, Part A provides additional federal resources to help schools ensure that **all students have the opportunity to meet challenging state academic standards.**

At Memorial Elementary, Title I supports our efforts to:

- Provide additional academic support based on student needs
- Strengthen instruction in reading, math, and other core academic areas
- Use student data to identify needs and provide timely support
- Provide additional staff, programs, materials, and resources that support student achievement
- Partner with parents and families to support student learning

Our goal is to provide every student with the support needed to be successful.

Title 1, Part A Program: Explanation of the Requirements

The requirement: All schools receiving Title I, Part A funds are required to convene a Title I, Part A annual parent meeting. TEA requires at least **two Annual Meetings** on different days and at different times

- to inform parents and families of their school's participation
- to explain the requirements of the Title I, Part A program
- to explain the right of parents to be involved

Section 1116 (c)

Title 1, Part A Program: Written Policy and Compact

A major purpose of Title I is to increase the involvement of parents in a child's education. Under Title I regulations, all schools receiving Title I funds have developed a compact, an agreement between the school and the parents. The compact is designed to help parents and teachers work together to provide the best possible education for each student. Parents have opportunities each fall to provide input and participate in the School/Parent Compact.

Each Title I campus must have a Parent and Family Engagement Policy which includes the following:

- policy involvement;
- shared responsibilities for high student academic achievement;
- building capacity for involvement; and
- accessibility.

We are required to share this policy with you. It is available on our campus website.

Each Title I campus must have a School-Parent Compact which outlines the:

- School responsibilities
- Parent/family responsibilities
- Student responsibilities (secondary schools)

We are required to share this School-Parent Compact with you and you will receive it at the Parent Teacher conferences in October-November. It is available on our campus website.

At elementary schools –
REQUIRED
parent-teacher conference to present the compact

Flexible Meetings

Involvement of parents/guardians and families

Provide parents of participating children with:

- Timely information
- Description and explanation of curriculum, forms of assessments, achievement levels of the State academic standards
- Opportunities of regular meetings if requested.

Unsatisfactory comments by parents to be submitted with the schoolwide program plan

Building Capacity

Title 1, Part A Program: Curriculum and Assessment

Describe the school's curriculum, including forms of academic assessment used to measure progress, and state academic standards, including STAAR testing.

We follow the TEKS, Texas Essential Knowledge and Skills. The TEKS tell us what students are supposed to know and be able to do from grade to grade. Classroom teachers use the TEKS as standards for their curriculum, instruction and assessment. **Further information can be found on the NBISD website*.

In addition to the TEKS… Texas also has the:

- College and Career Readiness Standards – CCRS
- English Language Proficiency Standards – ELPS
- Pre-Kindergarten Guidelines

What we do to ensure TEKS: Teachers are Planning as a grade level team and PLCs are held to discuss student data and supports.

Common Assessments, Universal Screeners (math, reading)
Pre and Post Tests
mClass (K-2) Reading, mClass (K-1) Math
MAPS (K-8) Reading and Math

STAAR - The overall purpose of Title I is ensuring student academic success on state assessments.

Title 1, Part A Program: Curriculum and Assessment

STAAR Performance Levels

Masters

Meets

Approaches (High, Low) *considered “passing” by the state

Does Not Meet (High, Low)

Title 1, Part A Program: Parents' Right to Know

Explain the parents' right to know teacher and paraprofessional qualifications.

You have the right to know…*teacher and paraprofessional qualifications*

You have the right to know…
Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B) ***We will provide this notice, if applicable.***

Teacher Qualifications

Schools are required to notify parents that they have the right to request information regarding the qualifications of their child's teacher, Section 1112 (e) (1) (A)

Parents must follow the school procedure to request this information

Check with your school office or district office to make this request

We also provide mentoring and other support to make sure that teachers are successful.

Our goal is to make sure that we have the best teachers and staff so that our students are successful.

Title 1, Part A Program: Parents' Right to be Involved

Explain the requirements of the Title I, Part A program, emphasizing **the right of parents to be involved in the school's programs,** and describe specific opportunities for their participation, such as:

- Volunteering
- Participating in decisions related to the education of their children
- Assisting in the review and revision of policy, compact, and the campus improvement plan
- Serving on the parent advisory board
- Attending annual parent-teacher conferences (required in elementary).

Title 1, Part A Program: Surveys

Distribute surveys and/or present finding from surveys collected in the previous spring or summer.

We distribute surveys in the Spring. Results are disaggregated and reviewed with the Campus Improvement Committee, which includes parents as members. This data is used as part of our program evaluation.

Parents responding YES on survey:

During the fall parent conference, I was provided with a copy of the Campus School-Parent Compact? **91.3%**

Do you understand your responsibilities required in the School-Parent Compact? **95.7%**

During the fall parent conference:

- did you conference with your child's teacher(s) and discuss the School-Parent Compact? **91.3%**
- were you made aware that the CAMPUS Parent and Family Engagement Policy is posted online? **87%**
- were you made aware that the DISTRICT Parent and Family Engagement Policy is posted online? **87%**

Were you invited to attend one of the Annual Title I Meetings that were offered? **87%**

Did you attend one of the Annual Title I Meetings during which the Title I programs and activities were explained? **39.1%**

Are you kept informed about parental involvement activities offered by the school? **100%**

Did you attend any parental involvement activities during the school year? **91.3%**

For each activity listed below, select your response.

- [Meet the Teacher (August)] **86.96% Enjoyed, others not attended**
- [Skills for School Success] **52.17% Enjoyed, 4% Did Not Enjoy, others not attended**
- [Student Programs (music, art, PE, educational)] **91.3%**
- [PTA Meetings] **61%**
- [Scheduled Parent Conferences (Fall)] **86.96%**
- [Campus Report Card Meeting] **43.47% Enjoyed, 4% Did Not Enjoy, others not attended**

What accommodations or services will help you attend parent meetings or campus events more often? Meetings in evenings, virtual meetings, child care, access to paper copies

What types of programs or services would you attend to learn how to assist your child's learning? Family Nights - RLA, Math, Science; Parent Conferences, Student Performances, Student Awards and Recognitions

What parent training(s) are you interested in attending? Positive parenting, How to partner with my child's school for their academic success, Discipline/behavior management and support, How to keep my child safe online

Title 1, Part A Program: Parent and Family Engagement Opportunities

Additional information on PFE meetings, trainings, and activities

Provide information, including dates and times, of additional parent meetings and parent training opportunities over the course of the year, including parent-teacher conferences, family engagement meetings and activities, campus planning meetings for reviewing policy, compact and the campus improvement plan, parent training session dates, and materials for at home learning.

* Documentation for the Title I, Part A Annual Meeting includes agenda, meeting notices, sign-in sheet, and handouts, including policy, compact, presentation, and if available, evaluation of programs

Memorial will send messages via Parent Square of upcoming events and training opportunities throughout the school year. These will also be posted on the website and PTA Facebook.

Benefits of Parent and Family Engagement

“Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child’s life are working together, students benefit enormously.”

-Lee and Marleen Canter

When school, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

-Henderson and Mapp

What are the benefits?

What are the benefits for…

- ★ Students?
- ★ Parents and families and the community?
- ★ For teachers, administrators, and other school staff?

Student Benefits

- ★ Higher grades and test scores
- ★ More likely to complete homework
- ★ Better attendance
- ★ Fewer placements in special education
- ★ More positive attitudes and better behavior
- ★ Higher graduation rates
- ★ Greater enrollment in postsecondary education

Parent and Family Benefits

- ★ More confident in the school
- ★ Increased confidence in their parenting skills
- ★ Creates a home environment that encourages learning
- ★ Encourages parents to advance their own education and skills in the workplace

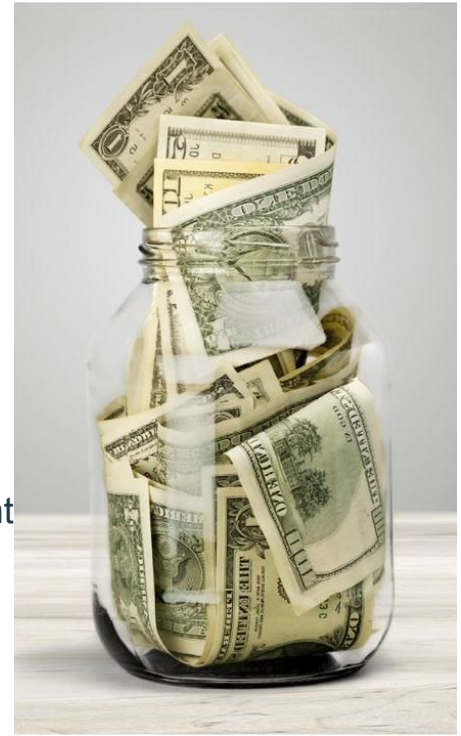
School Benefits

- ★ Improved teacher morale
- ★ Higher ratings of teachers by parents
- ★ More support from families
- ★ Higher student achievement
- ★ Better reputations in the community

Reservation of Funds, 1% Set Aside

Any local education area (LEA) with a Title I, Part A allocation exceeding $500,000 is required by statute to set-aside at least 1% of its Title I, Part A allocation for parent and family engagement.

- Of that 1%, 10% may be reserved at the LEA 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 the LEA to implement school-level parent and family engagement
- Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities



Title 1, Part A Program: Use of Funds

Explain how funds will be used to help each child receive a high-quality education and how to develop an effective PFE program. When a district receives more than $500,000 in Title I, Part A funds, at least 1% must be designated for PFE, and parents must be consulted in the use of those funds.

These monies can be used for…

- identifying students that are experiencing academic difficulties and providing time assistance to help these students meet the state's challenging content standards
- Purchasing supplemental staff, programs, materials, and supplies
- Conducting parent and family engagement meetings, trainings, and activities

The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district. Typically, in Texas, requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP). Topics 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
- Title I, Part A parents have the right to be involved in the development of this plan

Title 1, Part A Program: Program Evaluation

Disseminate and review information from the previous year's program evaluation. Be sure to obtain and document parent input and suggestions.

Title I program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the Title I program.

The following primary questions guide program evaluation:

(1) Has the Title I program been effective?
(2) What has worked well in the Title I program?
(3) What has not worked well in the Title I program?
(4) How should the Title I program be refined?

The data are analyzed and the results of these analyses are used as the source of evidence to determine the answers to the four questions.

Evaluation, *usually in the spring*

Annually evaluate the content and effectiveness of the parent and family engagement policy and program (usually in the spring). Identify…

- Barriers to participation in parent engagement
- The needs of parents to assist with the learning of their children
- Strategies to support successful school-family interactions

Data and input might include…

- Parent questionnaires and surveys
- Focus groups or other face-to-face meetings
- Parent advisory committee input
- Provide electronic evaluation tools, if available

Report findings to parents and families and use those results to revise the parental involvement policy and school-parent compact **reported during a Parent Input Meeting in May*

Who to Contact

Start with the classroom teacher. Contact information was shared at Meet the Teacher, Open House, and on the Memorial website at nbisd.org.

Nicole Haecker, Principal, 830-627-6470

Morgan Schluter Assistant Principal, 830-627-6470

Courtney Allison, Counselor, 830-627-6470

Madeline Bailey, Nurse, 830-627-6470

Jill Balderas, Manager of Child Nutrition, 830-627-6745

Interim Rebecca Villarreal, Director of Transportation, 830-221-1790

Title I, Part A Parent and Family Engagement Statewide Initiative

At Region 16 Education Service Center
Funded by Texas Education Agency

For more information contact,
t1pfe@esc16.net