



Welcome to the  
Title I Annual Meeting for Parents &  
Families

2023 - 2024



River Oaks Academy

Welcome  
Introductions:  
Administration  
Leadership Team  
SIT  
Staff

# Parent Teacher Association

PTAs serve as a type of forum where parents, teachers, administrators, and other concerned adults discuss ways to promote quality education, strive to expand the arts, encourage community involvement, and work for a healthy environment and safe neighborhoods.



President: Vacant

Vice President: Jamila Earls

Secretary: Vacant

Treasurer: Vacant

Small Committee Leads:

Bookfair

Fundraising

School Partnerships

# Why are we here?

The *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act (ESSA)* of 2015, requires that each Title I School hold an Annual Meeting for parents/families/community members for the purpose of:

- Informing you of your school's participation in Title I services
- Explaining the requirements of Title I, Part A
- Explaining your rights as parents to be engaged

# Meeting Overview

What is a Title I school and what it means to be a Title I school

- Required Set-Aside for parent and family engagement
- The CMS Parent and Family Engagement Policy
- How the annual evaluation of the CMS Parent and Family Engagement Policy is conducted
- School Parent and Family Engagement Policy
- School Improvement Plan (SIP) in NCStar
- School-Parent Compact
- How to request the qualifications of my child's teacher(s)
- How parents will be notified if my child is taught by a teacher who is not deemed to be qualified by teacher licensing standards in the North Carolina ESSA Accountability Plan

# What is a Title I school?

Title I is the largest federally funded educational program. A Title I school is a school receiving federal funds for students. The basic principle of Title I is that schools with large concentrations of low-income students receive supplemental funds to meet students' educational goals.

# What does it mean to be 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 the following:
  - Identifying students experiencing academic difficulties and providing timely assistance to help students meet the state's challenging content standards.
  - Purchasing supplemental staff/programs/materials/supplies
  - Conducting parent and family engagement meetings/trainings/activities
  - Recruiting/Hiring/Retaining Highly-Qualified Teachers
- Being a Title I school also means encouraging ongoing parent and family engagement and advocating for parents' rights

# How are Title I funds used in our school?

- *Teacher Leader Pathway- Differentials*
- *Professional Development for staff-*
  - *SAM National Conference*
  - *RON Clark Academy*
  - *DATA Days*
- *Substitutes for staff professional development*
- *Guest Teacher*
- *Tutoring- Two 25hour positions*
- *Parent Advocate*
- *Behavior Management Technician*
- *Supplies and Materials*
- *Data Tracking Platforms*



# What is the 1% set-aside and how are parents involved?

- Any Local Education Agency (LEA) or school district with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of the Title I allocation for parent and family engagement.
- Of that 1%, 10% may be reserved at the LEA/district level for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the district. In CMS, each Title I school receives its portion of the 90% to implement school-level parent and family engagement activities and events
- Title I parents have the right to provide input into decisions regarding how this money is spent. This process is completed through the School Improvement Team (SIT)



# Parent and Family Engagement Allocation

- How we are spending our Title I funds:
  - Parent Advocate
  - Curriculum Night Materials
  - Food For Parent Engagement Events
  - Planners
  - Thursday Folders

# What is the CMS Parent and Family Engagement Policy?

- This policy addresses how the district or LEA will implement the parent and family engagement requirements of the *Every Student Succeeds Act (ESSA)*. It includes the following:
  - The district's expectations for parents
  - How CMS will engage parents in decision-making
  - How the district will work to build the schools' and parents' capacities in the implementation of effective parent and family engagement activities to improve student academic achievement
- Parents and families in Title I schools have the right to be engaged in the review/evaluation of this annual policy

# What is the School Improvement Plan/NCStar Plan?

The School Improvement Plan (SIP) is created in an online platform called NCStar and includes:

- A Comprehensive Needs Assessment
  - Goals and Strategies to Address Academic Needs of Students
  - Professional Development Needs
  - Coordination of Resources and Comprehensive Budget
  - The School's Parent and Family Engagement Goals
- 
- Parents of students at Title I schools have the right to be engaged in the development of this plan
  - Access the SIP on our website: <https://www.cmsk12.org/riveroaksES>
    - User Name: GuestS16798
    - Password: GuestS16798

# What is included in the School's Parent and Family Engagement Policy?

- This policy addresses how the school will implement the parent and family engagement requirements of the *Every Student Succeeds Act (ESSA)*. Components include the following:
  - How parents can be engaged in decision-making and activities
  - How parent and family engagement funds are being used
  - How information and training will be provided to parents
  - How the school will build capacity in parents and staff for strong parent and family engagement
- Parents of students at Title I schools have the right to be engaged in the development of the school's Parent and Family Engagement Policy

# What is the School Compact?

- The compact is a commitment from the school, the parent/family, and the student, to share in the responsibility for improved academic achievement
- Parents and families of students in Title I schools have the right to be involved in the revision/review of the School Compact

# Who are the parent leaders at my school?

Name

Cherifa Ouedrago

Shameeka Briggs

Tamara Bodrick

Leslie Williams

Brittany Tate

Soleil Marte Morel

Jamila Earls

School's Title I Compliance Contact: Layla Egleston, AP

# How can I volunteer to assist my student with school needs?

- Join or attend the School Improvement Team
- Volunteer to contact other parents/families regarding important school information:
  - Ex. – 100% Compact completion
  - Events occurring at your child's school
  - Opportunities to participate in/support school activities
  - Augustine Literacy Partners
- Please reach out to Ms. Rose Smith at 980-344-1020 or [rosem.smith@cms.k12.nc.us](mailto:rosem.smith@cms.k12.nc.us)



# How do I request the qualifications of my child's teachers?

- Title I parents and families have the right to request the qualifications of their child's teachers
- How are you notified of this right and what is the process for making a request?
  - You can request it from Stephanie Gust.
  - Request should be completed within 30 days.

# How will I be notified if my child is taught by a teacher who is not Highly-Qualified?

- Being Highly Qualified in NC means you have successfully passed the licensure exams required or received alternate licensure in a way set out by NC law.
- Parents and families are notified if teachers do not meet ESSA's requirements for Highly-Qualified
- Parents may request information on teacher qualifications in writing

# Complaint Procedures

- Reach out to the staff member directly regarding the concern
- Grade Level Administrator:
  - PreK, 2nd, 5th Grade- Ms. Gust
  - K and 3rd, special programs- Layla Egleston
  - 1st and 4th, Connect- Mia Harmon
- Call or Email your concern
- If you come to the school and no one is available, we have a parent concern form
- 24 hour policy

# North Carolina Standard Course of Study

- The full North Carolina Standard Course of Study (NCSCOS) can be viewed using the link below:  
<http://www.dpi.state.nc.us/curriculum/>
- For more information about the NCSCOS and professional development at your school site, please reach out to grade level facilitators:
  - PreK- Ms. Gust
  - Kindergarten and 1st grade- Ms. Johnson
  - 2nd Grade- Donna Hooker and Ashley Schmidt
  - 3rd Grade- Faith Johnson and Jen Boysko
  - 4th Grade- Jen Boysko and Lucrezia Presta
  - 5th Grade- Jen Boysko

# Some Schools Have an Additional Designation

NCDPI will notify schools as to whether they have a special designation of ATSI or CSI in November, 2023. Skip this slide and the next two until notification from NCDPI.

- The Every School Succeeds Act (ESSA) requires each state to have a plan to measure student achievement annually
- The plan outlines how each state is being held accountable
- Title I schools can receive an additional designation based upon state End-of-Grade or End-of-Course assessments

Link to the North Carolina State Plan under ESSA:

# School Performance

| School Performance Grades and EVAAS Expected Growth |                 |  |                 |                   |             |  |                 |                   |             |                   |             |                   |             |  |                 |                            |             |  |                 |
|---|-----------------|--|-----------------|-------------------|-------------|--|-----------------|-------------------|-------------|-------------------|-------------|-------------------|-------------|--|-----------------|----------------------------|-------------|--|-----------------|
| All Students  |                 | African American                       |                 | White             |             | Hispanic                               |                 | Asian             |             | Two or More Races |             | American Indian   |             | English Learners                       |                 | Students With Disabilities |             | Economically Disadvantaged             |                 |
| <b>D</b><br>51                                      |                 | <b>D</b><br>50                         |                 | <b>I</b><br>~     |             | <b>D</b><br>51                         |                 | <b>I</b><br>~     |             | <b>I</b><br>~     |             | <b>I</b><br>~     |             | <b>D</b><br>44                         |                 | <b>I</b><br>~              |             | <b>D</b><br>46                         |                 |
| Met<br>Expected Growth<br>(Index 1.60)              |                 | Met<br>Expected Growth<br>(Index 1.59) |                 | Insufficient Data |             | Met<br>Expected Growth<br>(Index 0.99) |                 | Insufficient Data |             | Insufficient Data |             | Insufficient Data |             | Met<br>Expected Growth<br>(Index 0.86) |                 | Insufficient Data          |             | Met<br>Expected Growth<br>(Index 1.14) |                 |
|   |                 |  |                 |                   |             |  |                 |                   |             |                   |             |                   |             |  |                 |                            |             |  |                 |
| Ach.<br>42.9%                                       | Growth<br>84.0% | Ach.<br>42.0%                          | Growth<br>83.9% | Ach.<br>~         | Growth<br>~ | Ach.<br>42.9%                          | Growth<br>82.4% | Ach.<br>~         | Growth<br>~ | Ach.<br>~         | Growth<br>~ | Ach.<br>~         | Growth<br>~ | Ach.<br>35.0%                          | Growth<br>82.1% | Ach.<br>~                  | Growth<br>~ | Ach.<br>37.1%                          | Growth<br>82.8% |

# Proud Points

- #GrowingGreatness theme 2022-2023
  - Top 3 overall proficiency growth in GLP and CCR
  - Top 10 GLP growth in proficiency for Math
  - #1 growth in Science gains for GLP and CCR
- Met Expected Growth
- Building Parent and School Engagement through:
  - Curriculum Nights
  - SIP



# Additional School Designations

Due to our School Report Card Grade of a D school and meeting expectations, we are considered a Low Performing School.

#Crosstheline



# Additional Targeted Support and Improvement (ATSI)

- North Carolina's Every Student Succeeds Act (ESSA) State Plan identifies schools for targeted support and improvement when schools have student subgroups that are underperforming
- Our school has this designation
- We have a comprehensive plan of professional development for staff

# ROA 2023-2024 Goals

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 6.6% in SY2021-22 to 28.3% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy will increase from 58% on the Fall 2021 Panorama Screener (in Grades 3-5) to 63% in SY2022-23 and 68% in SY2023-24. The percent of students reporting a positive self-perception of their self-management will increase from 64% on the Fall 2021 Panorama Screener (in Grades 3-5) to 69.5% in SY2022-23 and 75% in SY2023-24. The percent of students reporting a positive self-perception of their engagement will increase from 66% on the Fall 2021 Panorama Screener (in Grades 3-5) to 71% in SY2022-23 and 76% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

# When you miss school, you miss out



## ELEMENTARY STUDENTS

read well by the end of third grade



## MIDDLE SCHOOLERS

pass important courses



## HIGH SCHOOLERS

stay on track for graduation



## COLLEGE STUDENTS

earn their degrees



## WORKERS

succeed in their jobs

Source: Attendance Works <http://www.attendanceworks.org/sites/default/files/2014-04-01/AttendanceWorks2014.pdf>

# Chronic Absenteeism

| River Oaks Academy |                   |                           |                |      |   |            |            |            |            |            |  |
|--------------------|-------------------|---------------------------|----------------|------|---|------------|------------|------------|------------|------------|--|
|                    |                   |                           | Chronic Absent |      | At Risk of Being Chronic Absent<br># of Absences Left Until Attendance Rate Drops Below 90% |            |            |            |            |            |  |
| Grade Level        | Students Enrolled | # One or More Days Absent | #              | %    | Within 5 Absences   | 1 Absence  | 2 Absences | 3 Absences | 4 Absences | 5 Absences |  |
| All                | 584               | <u>268</u>                | <u>142</u>     | 24.3 | <u>126</u>  | <u>126</u> | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| PK                 | 104               | <u>45</u>                 | <u>24</u>      | 23.1 | <u>21</u>   | <u>21</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| KI                 | 69                | <u>36</u>                 | <u>18</u>      | 26.1 | <u>18</u>   | <u>18</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| 01                 | 96                | <u>44</u>                 | <u>24</u>      | 25.0 | <u>20</u>   | <u>20</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| 02                 | 79                | <u>43</u>                 | <u>27</u>      | 34.2 | <u>16</u>   | <u>16</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| 03                 | 78                | <u>30</u>                 | <u>15</u>      | 19.2 | <u>15</u>   | <u>15</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| 04                 | 78                | <u>31</u>                 | <u>15</u>      | 19.2 | <u>16</u>   | <u>16</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |
| 05                 | 80                | <u>39</u>                 | <u>19</u>      | 23.8 | <u>20</u>   | <u>20</u>  | <u>0</u>   | <u>0</u>   | <u>0</u>   | <u>0</u>   |  |

# Attendance Plan

Positive Incentives for Scholars and Classes  
Education on the Importance of Attendance  
3, 6, 10 day Letters

| <b>If a child misses</b>                        | <b>that equals...</b>   | <b>which is...</b>         | <b>and over 13 years of school that's...</b> |
|---|-------------------------|----------------------------|--|
| <b>1 day per fortnight<br/>(90% attendance)</b> | <b>19 days per year</b> | <b>≈ 4 weeks per year</b>  | <b>Nearly 1½ years</b>                       |
| <b>1 day per week<br/>(80% attendance)</b>      | <b>38 days per year</b> | <b>≈ 8 weeks per year</b>  | <b>Over 2½ years</b>                         |
| <b>2 days per week<br/>(60% attendance)</b>     | <b>76 days per year</b> | <b>≈ 16 weeks per year</b> | <b>Over 5 years</b>                          |
| <b>3 days per week<br/>(40% attendance)</b>     | <b>days per year</b>    | <b>≈ 24 weeks per year</b> | <b>Nearly 8 years</b>                        |

# School Information and Updates: <https://www.cmsk12.org/riveroaksES>

High Contrast  OFF  ON

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1015 Mt. Holly-Huntersville  
Road  
Charlotte, NC 28214  
Courier # 463

P: 980-344-1020 | F: 980-343-1816

[Email School](#)

Principal: [Stephanie Gust](#)

LC: [Northwest](#)

Bell Schedules 8:30 AM - 3:30 PM

[Report Absence\(s\)](#)

[Volunteer](#)



Curriculum Night, Thursday, September 21, 2023 from 5:30 - 7:00 pm

# Parents' Bill of Rights



A screenshot of the Charlotte-Mecklenburg Schools (CMS) website. The browser address bar shows 'cmsd.org/parents/bor'. The CMS logo is in the top left. A navigation menu on the left lists 'PARENTS BILL OF RIGHTS', 'Parents' Bill of Rights Information', 'Parent Information System', 'US - International Online State Data Tables', 'NC - District and Charter Schools', 'NC - Special Education Services', and 'Links'. The main content area features a banner with 'CLASSROOM Bill of Rights Information'. Below the banner are four blue buttons: 'STUDENT INFORMATION FORM', 'REQUEST FOR INFORMATION FORM', 'HEALTH POLICY CONCERN FORM', and 'OBJECTION FORM'. A large red arrow points from the left towards the 'STUDENT INFORMATION FORM' button. The Windows taskbar is visible at the bottom.

# Thank you for being here!

- Questions? Email [stephanie.gust@cms.k12.nc.us](mailto:stephanie.gust@cms.k12.nc.us)

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