

Annual Title I Parent Meeting



GUY B. TEACHEY

ELEMENTARY

September 24, 2024



Guy B. Teachey Elementary operates a school wide Title I program. All schools receiving funds are required to convene an annual parent meeting to inform parents and families of their school's participation and to explain the requirements of the Title I program as well as the right of parents to be involved within the school.



Title I

Title I is

- Intended to improve student academic achievement
- Allocated to schools based on the number of students receiving free/reduced lunch
- Provided to help students who are low achieving or at most risk of falling behind*

(However, all of our students receive services based on the schoolwide model.)

School Leadership Team



A School Leadership Team is elected every two years to guide the continuous improvement planning process. The members of our team are:

Jordan Seagraves - Principal	Corey Culp - Assistant Principal
Bethany Kidd - Kindergarten	Jessica Hartong - Instructional Facilitator
Marie Barnard - 1st Grade	Lane Prince - School Counselor
Jade Allmon - 2nd Grade	Cassie Salabak - Media Specialist
Emily Seabolt- 3rd Grade	Donna Small - Instructional Assistant
Brandi Adkins - 4th Grade	Jonas Hancock - Support Staff
Denise Nixon - 5th Grade	Deenee Hinshaw - Support Staff
	Leigh Anna Marbert - Parent Representative

Continuous Improvement Plan



Our school's plan each year is derived from a Comprehensive Needs Assessment. We work collaboratively with our district to develop our Title I Plan and primary goals for the academic year.

The components of the Title I Plan and Needs Assessment and can be found on our school's website.

2024-2025 Continuous Improvement Goals



At Guy B. Teachey, we will...

- reinforce common school-wide expectations and provide support and professional development surrounding student needs and relationship-building to increase positive and preferred student behavior.
- enhance instructional practices across all grade levels by leveraging the expertise of classroom lab leader and instructional facilitator, implementing a robust coaching model, and conducting targeted instructional walk-throughs. Our instructional leadership team will focus on ensuring that all teachers deliver high-quality, standards-aligned instruction that promotes student growth and achievement.
- increase engagement among the school community, including students, staff, community partners, and families to foster student growth and create a positive school culture.

Parents have a right to know...



Our goal is to help parents stay informed about the qualifications of the school staff by:

- Notifying parents of their rights to request information regarding the professional qualifications of the student's classroom teachers.
- Providing, upon request by a parent, timely information regarding the professional qualifications of their child's classroom teacher(s).
- Providing, to the parent of a child who is provided services by a paraprofessional, information about the qualifications of the paraprofessional and
- Ensuring that each participating school provides notice to the parent(s) if a student has been taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parent and Family Engagement



[Title I Parent and Family Engagement Policy Code: 1320/3560](#)

[Parent and Family Engagement Plan](#)

[School–Parent Compact](#)

Copies are available in the front office or on our school’s website.



Parent and Family Engagement is a legislative requirement as well as a district policy.

Every Student Succeeds Act

- Title I-A, Sections 1116(a)(2)(A,D,E) and 1304(c)(3)(A);
- Title III-A, Section 3115(c)(3);
- Title IV-A, Section 4108(3)



Family and Community Engagement

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

Student Benefits



- Higher grades and test scores
- More likely to engage in school tasks
- Better attendance
- More positive attitudes and better behavior
- Higher graduation rates
- Greater enrollment in postsecondary education

School Benefits



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

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

Contact Information

*Email information can be located on the school's website.



- Principal: Jordan Seagraves
- Assistant Principal: Corey Culp
- Interpreter/Translator: Jenny Arellano
- Counselor: Lane Prince
- School Social Worker: Whitney Key
- Nurse: Kendra Haithcox
- Cafeteria Manager: Vacant
- Transportation Supervisor: Angela Palmer

Thank you!!

We look forward to partnering with you this year!
Please contact your child's teacher for resources on
how you can help support them at home.



Read to Achieve



- Read to Achieve is part of NC legislation for every child to read at or above grade level by the end of 3rd grade.
- Kindergarten-3rd graders have already taken the mClass assessment to identify students at risk. You will receive a report with their results. Students will be assessed again at the middle of the year and end of the year.
- 3rd Graders have also already taken the BOG, and you should receive scores through an email.
- 3rd Graders will take an EOG and Read to Achieve Test at the end of the school year.

Read to Achieve



- If your child is not on grade level your child's teachers will address your child's needs with support and interventions at school. Parents are encouraged to attend parent conferences with the teacher to help reach proficiency by the end of the year.
- If your child is not proficient by the end of 3rd grade, your child will be encouraged to attend a district sponsored reading camp at the end of the school year. As part of the camp, your child will have the opportunity to take an alternative assessment to demonstrate proficiency. If your child is still not proficient by the end of the reading camp, and doesn't have a good cause exemption, your child will be placed in a transitional 3rd/4th grade class with extra support in place. Your child will continue to receive opportunities to demonstrate proficiency in reading.



Read to Achieve

- What we are doing here in Asheboro:
 - All K-5 teachers are trained or being trained on the Science of Reading through a program named LETRS. This is a 2 year intensive program.
 - Teachers are now teaching through a resource called Benchmark Advance that is aligned with the Science of Reading.
- What can parents do?
 - Communicate regularly with teachers.
 - Ask your child's teacher how you can support at home.
 - Make sure your child is present and on time to school.
 - Show that reading is valued. Read to your child and ask them questions.
 - Every student should read at home for a minimum of 20 minutes per day.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!



A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

<https://msbethhughes.org/why-your-student-needs-to-read-20-minutes-a-day/>