

Key information from the Annual Title I Parent Meeting • October 1, 2026

OUR MISSION & VISION

Vision

Every student at Teachey Elementary will leave prepared, confident, and equipped to pursue opportunities that positively shape their future.

Mission

Teachey Elementary creates opportunities that change student trajectories by ensuring every child is known, valued, supported, and challenged through high-quality instruction, strong relationships, and aligned systems.

TITLE I AT A GLANCE

What is Title I?

- Guy B. Teachey operates a schoolwide Title I program, so all students may receive Title I-supported services.
- Title I is intended to improve academic achievement and provide added support for students who are low-achieving or at risk of falling behind.

Parents have a right to know

- You may request information about your child's classroom teacher's professional qualifications.
- If your child receives services from a paraprofessional, you may request information about that person's qualifications.
- Families are notified if a student is taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification/licensure requirements for the assignment.

OUR 2026–2027 CONTINUOUS IMPROVEMENT GOALS

- Increase overall achievement by 8% and exceed growth through standards-aligned Tier 1 instruction, evidence-based practices, and data-informed planning.
- Increase students' sense of belonging, improve attendance by 2%, reduce major discipline referrals by 15%, and reduce exclusionary instructional time lost by at least 15%.
- Strengthen instructional coherence by aligning expectations, practices, and support systems across grade levels, departments, and initiatives.

PARENT & FAMILY ENGAGEMENT

Family engagement is both a legislative requirement and a district priority. When schools, families, and communities work together, students benefit. **Available in the front office or on the school website:** Title I Parent and Family Engagement Policy (Code 1320/3560), Parent and Family Engagement Plan, and School–Parent Compact.

For Students

- Higher grades/test scores
- Better attendance and engagement
- More positive attitudes/behavior

For Families

- Greater confidence in the school
- More confidence supporting learning
- A home environment that encourages learning

For School

- More family support
- Higher student achievement
- Stronger school-community relationships

Questions? Start with your child's teacher, or contact the school team listed on page 2.

READ TO ACHIEVE: WHAT FAMILIES NEED TO KNOW

Read to Achieve is part of North Carolina legislation focused on having every child read at or above grade level by the end of 3rd grade.

ASSESSMENT & SUPPORT TIMELINE

K-3 mCLASS	Students have already taken the mCLASS assessment to identify students at risk. Families receive a report with results. Students are assessed again in the middle and at the end of the year.
3rd Grade BOG	Third graders have already taken the Beginning-of-Grade (BOG) assessment; families can view the report in Infinite Campus.
End of 3rd Grade	Third graders take a reading EOG at the end of the year. Students who have not yet demonstrated proficiency or met a good cause exemption then take the Read to Achieve Test.
If a student is below grade level	Teachers provide support and interventions at school. Families are encouraged to attend conferences and work with the teacher toward reading proficiency.

IF READING PROFICIENCY IS NOT YET MET

- A student who is not proficient by the end of 3rd grade will be encouraged to attend a district-sponsored reading camp.
- During reading camp, the student has another opportunity to demonstrate proficiency through an alternative assessment.
- If the student is still not proficient after reading camp and does not have a good cause exemption, the student will be placed in a transitional 3rd/4th grade class with extra support and continued opportunities to demonstrate reading proficiency.

WHAT ASHEBORO SCHOOLS & FAMILIES CAN DO

What the school is doing

- K-5 teachers are trained or being trained in the Science of Reading through the two-year LETRS program.
- Teachers use Benchmark Advance, a resource aligned with the Science of Reading.

What families can do

- Communicate regularly with teachers.
- Ask how you can support learning at home.
- Make sure your child is at school and on time.
- Read with your child, ask questions, and show that reading is valued.
- Aim for at least 20 minutes of reading at home each day.

SCHOOL CONTACTS

Principal: Jordan Seagraves
aseagraves@asheboro.k12.nc.us

Data Manager: Maira Cortes
mcortes@asheboro.k12.nc.us

School Social Worker: Jeff Melberger
jmelberger@asheboro.k12.nc.us

Cafeteria Manager: Daniela Romero
dromero@asheboro.k12.nc.us

Assistant Principal: Corey Culp
cculp@asheboro.k12.nc.us

Counselor: Lane Prince
lprince@asheboro.k12.nc.us

Nurse: Briana Williams
bawilliams@asheboro.k12.nc.us

Transportation Supervisor: Tari Johnson
tjohnson@asheboro.k12.nc.us

Copies of Title I family engagement documents are available online or in the front office.

We look forward to partnering with you this year!