

2009-2010 Title I – Part A

Improving the Academic Achievement of the Disadvantaged.

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Program Description and Services:

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The purpose of Title I is to provide aid for pupils in high-poverty schools.

Goals of Title I:

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectation for student academic achievement;
- Meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Close the achievement gap between high and low-performing children, especially the achievement gaps, between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Improve and strengthen accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Provide children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- Promote schoolwide reform and ensure the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

- Afford parents substantial and meaningful opportunities to participate in the education of their children.

Title I Schools:

ELEMENTARY SCHOOLS		
Bethune	Brookview	Campbell
Cliftdale	College Park	Conley Hills
Dunwoody Springs	Gullatt, CH	Hapeville
Heritage	Holmes, Hamilton	High Point
Hillside	Ison Springs	Jackson, Esther
Lake Forest	Lee, Seaborn	Lewis, SL
Liberty Point	Mimosa	Mount Olive
Nolan, Love T.	Oak Knoll	Oakley
Palmetto	Parklane	Randolph, A. Philip
Renaissance	River Eves	Spalding Drive Charter
Stonewall Tell	Tubman, Harriet	West, Evoline C.
Woodland Charter		
MIDDLE SCHOOLS		
Bear Creek	Camp Creek	Holcomb Bridge
Ronald McNair	Renaissance	Ridgeview Charter
Sandtown	Sandy Springs	Paul D. West
Woodland		
HIGH SCHOOLS		
Banneker	Creekside	Langston Hughes
McClarín Alternative	North Springs	Tri-Cities
Westlake		
OTHER SCHOOLS		
Georgia Baptist	Hapeville Middle Charter	K.I.P.P. Charter

Program Update:

On January 8, 2002, President Bush signed into law the “No Child Left Behind Act of 2001.” It went into effect on July 1, 2002. No Child Left Behind (NCLB) is a federal law covering public schools.

The main elements of NCLB are:

- Standards for academic proficiency and AYP toward those standards;
- Assessments of academic achievement given to all public school students;
- Planning for how schools and districts intend to reach AYP, and reporting results annually;
- Holding schools and districts accountable for underperformance, and providing parents with remedial options;
- Imposing higher standards for teacher and paraprofessional qualification;
- Allowing greater fiscal flexibility for schools and districts using federal funds;
- Including special education students in the assessment and AYP processes;
- Including student with limited English proficiency in the assessment and AYP processes, and fostering their mastery of English; and
- Applying NCLB rules to charter schools.

The Act requires that each state that receives NCLB funding establish a standard by which to judge the academic proficiency of students and plot out yearly benchmarks towards 100 percent proficiency by 2013-14.