

TIMOTHY BALL
ELEMENTARY SCHOOL

Title I Parent Presentation 2022

WHAT DOES IT MEAN TO BE A TITLE I SCHOOL

Title I is a federally funded program that provides financial assistance to states and school districts to meet the needs of educationally at risk students. Some **Title I** schools offer school wide programs available to all students, while some offer a targeted assistance program for eligible students.

Timothy Ball has a **School Wide** program.

How do we utilize Title I Funds at Timothy Ball?

- Reading and Math Interventions
- Summer School
- Tutoring programs
- Title I Paraprofessionals in classrooms
- PBIS Paraprofessional
- Anti-Bullying Programming
- Professional Development for teachers
- One Book, One School
- Kindergarten Kickoff

RTI AND TITLE I TEAM

- Lauren Chaney, Math Interventionist
- Kristen Pozen, Reading Interventionist
- Kristyn Gibson, Reading Interventionist
- Christine Fallon, Intervention Paraprofessional
- Chase Hawkins, PBIS Paraprofessional
- Courtney Adams, Title I Paraprofessional
- Cheryl Biesen, Title I Paraprofessional
- Kris Brittingham, Title I Paraprofessional
- Jennifer Kostelnik, Title I Paraprofessional
- Rebecca Lawson, Title I Paraprofessional
- Michelle Rangel, Title I Paraprofessional

HOW ARE CHILDREN SELECTED FOR TITLE I SERVICES

- Children who are **most in academic need** (based on a variety of academic indicators, e.g. ILEARN, IREAD-3, NWEA MAP, NWEA Reading Fluency) receive Title I services.
- Student identification must include at least **two** criteria.
- **Socioeconomic status** is not a determining factor in student selection. Free/Reduced drives our funding—academic need drives student services.

SCHOOL WIDE PROGRAMMING

School-wide Programming

Three core elements are required to have a **Title I School-wide Program** and are essential to its effective implementation:

ELEMENT 01

Conducting a comprehensive needs assessment, which examines the current status of the school and identifies the root cause(s) for students not meeting standards.

ELEMENT 02

Preparing a comprehensive school improvement plan to address the identified needs of the school.

ELEMENT 03

Annually evaluating the implementation and results of the school wide plan and, as needed, revising the plan.

PARENTS' RIGHT-TO-KNOW

Parents of all children in all Title I schools have the right to request and receive timely information on the professional qualifications of their children's classroom teacher(s). This notice must be sent at the start of each school year and include:

- If the teacher has met State certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction;
- If State certification and licensing requirements have been waived for the teacher under emergency or other temporary status;
- If the teacher is teaching in the field of discipline for which they are certified or licensed; and
- If your child is receiving Title I or Special Education services from paraprofessionals, his or her qualifications.
- The Crown Point curriculum department handles the mailing of these letters. The letters were mailed out in September.

Assessments -- ILEARN, NWEA, IREAD-3

What Assessments Will My Child Take

ILEARN



Students in grades 3, 4, and 5 will take the ILEARN state assessment.

[ILEARN Family Brochure](#)

NWEA



Students in Kindergarten through 5th grade will take the NWEA MAP local assessment.

IREAD-3



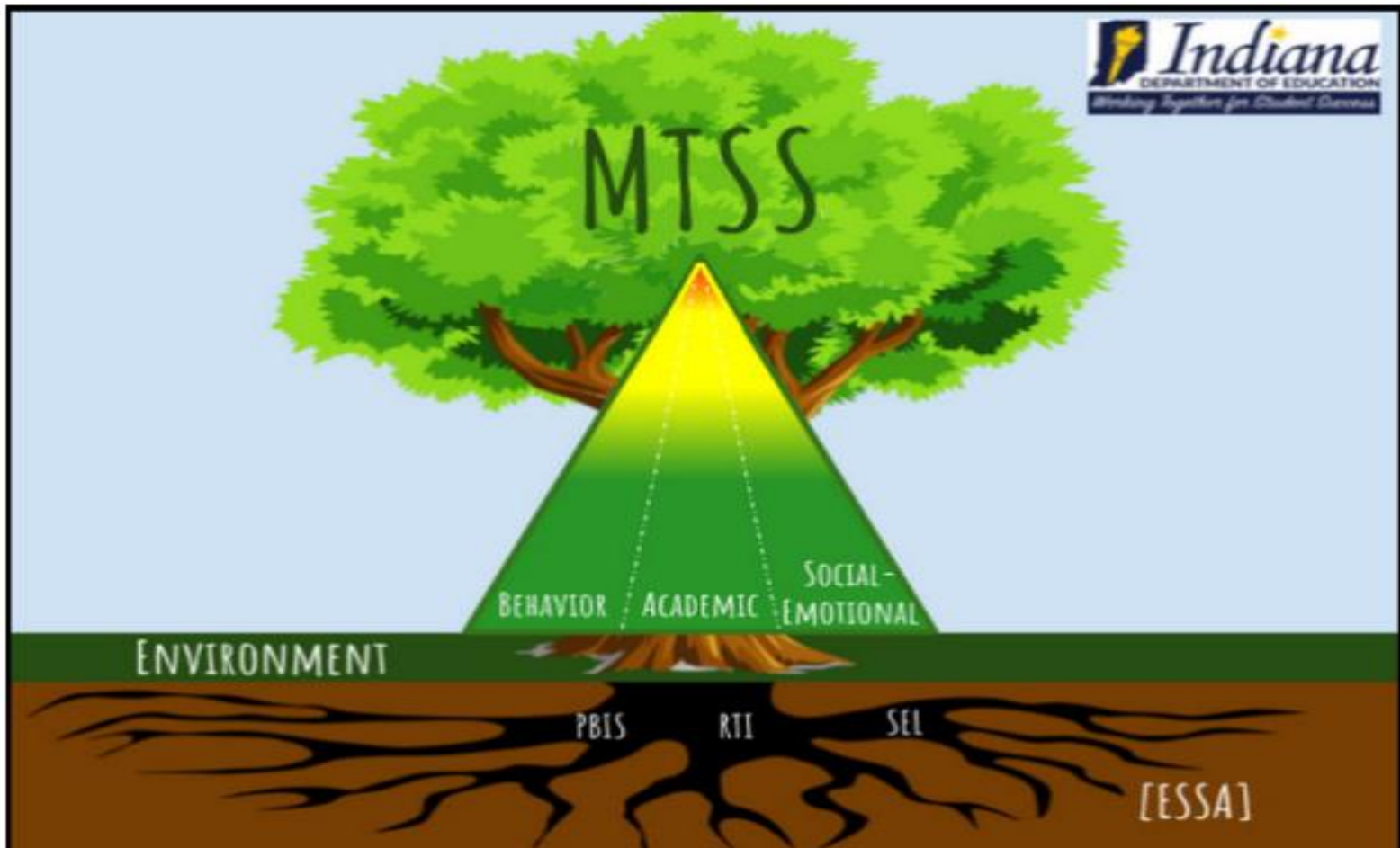
Students in grade 3 will take the IREAD-3 state assessment.

[IREAD-3 Parent Guidance](#)



MTSS

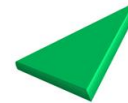
MULTI-TIERED SYSTEMS OF SUPPORT



Tier 1 <i>All Students</i> (80%)	Academic
	Social-Emotional
	Behavior
Tier 2 <i>Some Students</i> (15%)	Academic
	Social-Emotional
	Behavior
Tier 3 <i>Individualized interventions</i> (5%)	Academic
	Social-Emotional
	Behavior

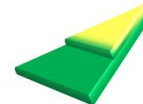
Tier 1: What is it?

Core instruction for ALL students that is responsive to student learning needs



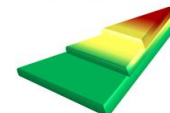
Tier 2: What is it?

Core Instruction + Strategic Supplemental Instruction within the general education setting the majority of the time (some students)



Tier 3: What is it?

Core Instruction + Strategic Supplemental + Targeted Individual Instruction (few students)



INSTRUCTIONAL METHODS

Since Timothy Ball is a Title I School, many resources are available and utilized to help ensure our students are showing adequate growth towards mastering the academic benchmarks, as well as meeting their social-emotional and behavioral needs.

- Students may receive support through a **pull-out program**, in which they leave the classroom for additional support in English/Language Arts, Math, Writing, Behavior, and Social Emotional Learning.
- Students may receive **push-in** support where an interventionist, paraprofessional or counselor goes into the classroom to provide academic/behavioral/social emotional assistance.

INSTRUCTIONAL AND INTERVENTION PROGRAMS AVAILABLE

**Instructional
Programs
Available**

- CKLA Intervention Toolkit
- MindPlay
- Wilson Reading Foundations
- SRA Corrective Reading
- Amplify Reading
- Bridges Math Intervention
- High Noon
- Leveled Literacy
- Zones of Regulation

Ways to Help Your Child at Home

Your child can stretch or develop their language skills when answering or asking questions about a story. Consider using the questions and responses below as you discuss the story.

Surface-Level Questions to Ask About a Story	Possible Responses
What is this part mostly about?	This part is mostly about ___.
What is happening?	In the beginning/middle/end ___.
Who is involved in what's happening?	The character(s) is/are ___.
When and where is it happening?	The story takes place ___.

Deeper-Level Questions to Ask About a Story	Possible Responses
What do you think about ___?	I think ___.
Why do you think ___ happened?	I think ___ because ___.
Why did the author ___?	The author ___ because ___.
What do you think might happen next?	I think ___ will happen next

Ways to Help Your Child with Informational Text

Your child can stretch or develop their language skills when answering or asking questions about a topic or informational text. Consider using the questions and responses below as you discuss the informational text with your child.

Surface-Level Questions to Ask About a Topic or Informational Text	Possible Responses
What did this text tell us about ___?	This text was about ___.
What do you already know about ___?	I already know ___ about ___.
What do you wonder about ___?	I wonder about ___ and ___.
Why does ___ happen? How do we know?	I think this happens because ___.

Deeper-Level Questions to Ask About a Topic or Informational Text	Possible Responses
What if ___?	I think ___ because ___.
What is most interesting about this text? Why?	_____ is most interesting because _____.
What did you learn from the text?	From this part of the text, "_____" I learned _____.

HOME SCHOOL COMPACT



Timothy Ball Elementary
CROWN POINT COMMUNITY SCHOOLS

2022 – 2023 Home School Compact

A home-school compact is an agreement developed between parents and schools outlining how parents, the entire school staff, and students will share responsibility for student growth and improved achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards. The document serves as a blue-print for everyone participating in a child's educational experience.

As a teacher I will help each student reach their fullest potential by:

1. developing an engaging community with students in which everyone feels valued, seen, and heard.
2. creating an academically rich, nurturing, positive, and inclusive learning environment.
3. establishing practices that support a growth mindset for all students.
4. having, knowing, and posting a plan to meet the learning goals and objectives for the day.
5. using effective teaching practices developed through on-going collaboration and professional development.
6. working collaboratively with faculty, staff, and stakeholders.
7. communicating clearly, consistently, and openly with stakeholders.
8. exemplifying respect for students, parents/guardians, and staff members.
9. implementing district-supported curricula, school and classroom expectations and restorative practices consistently and fairly.
10. assigning purposeful homework, once sufficient practice has been achieved, that students can complete independently with reasonable time expectations for completion.
11. providing meaningful feedback on assignments, assessments, and participation in a timely manner.
12. encouraging the development of organization, study skills, and life-long learning.

As a parent/guardian I will instill the value of education by:

1. assuring that my child attends school regularly and is on time.
2. assuring that my child attends school prepared to learn with necessary materials and completed assignments.
3. creating a safe and healthy home environment in which my student eats healthily, practices proper hygiene, and gets enough sleep.
4. showing respect toward my child, teacher(s), staff, and the administration.
5. communicating proactively, when possible, with the teacher(s) and school.
6. working in partnership with school personnel to support the growth of my student.
7. talking with my child daily about their school experience, learning (goals), schoolwork, and activities.
8. encouraging my child to be actively involved in school and in their learning.
9. establishing a home environment (daily time and place) for my child to independently read and learn, complete homework, develop their interests, and demonstrate creativity.
10. encouraging reading by being a role model and providing opportunities to read together and independently.
11. teaching my student to use the internet and/or social media responsibly.
12. helping my child develop and practice skills to resolve conflict and address challenges in a positive way.

***Questions or
recommendations
for changes to this
document?**

As a student I will do the best I can to learn and grow the most I can by:

1. coming to school, being on time, and wanting to learn.
2. eating healthily, practicing proper hygiene, and getting enough sleep.
3. making sure I have the necessary school materials I need for the school day.
4. staying organized, actively listening and participating in class, being receptive to getting help when needed, and completing assignments to the best of my ability.
5. reading, studying, practicing, and completing my work at school and at home.
6. asking my teacher(s) for help when I need it.
7. developing a growth mindset and understanding all students learn in different ways and at different times.
8. setting goals for myself and working with my teachers and parent/guardian to achieve them.
9. understanding and following school and classroom rules.
10. showing respect for myself, family, teachers, school staff, students, and friends.
11. treating others as I want to be treated, with respect and dignity, and taking responsibility for my words and actions.
12. being responsible to talk with my parents about school and taking notes home.

Teacher Signature

Parent/Guardian Signature

Student Signature

CONTACT INFORMATION

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