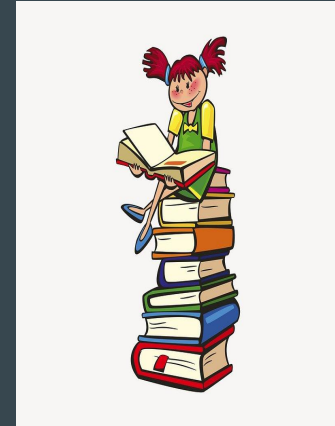


Meet the Teacher

Welcome back!

...

Title I: K-4



Meet the Team!

2023-24



Mrs. Thierer



Mrs. Lubenesky



Miss Shiffert



Mrs. Whitsett



Miss Riegel

What is Title I?

- Title I is a federally funded supplemental education program that provides financial assistance to districts/schools to improve educational opportunities for children.
- Title I programs are designed to help children meet the state content and performance standards in reading and language arts.



Title 1 Schoolwide Program

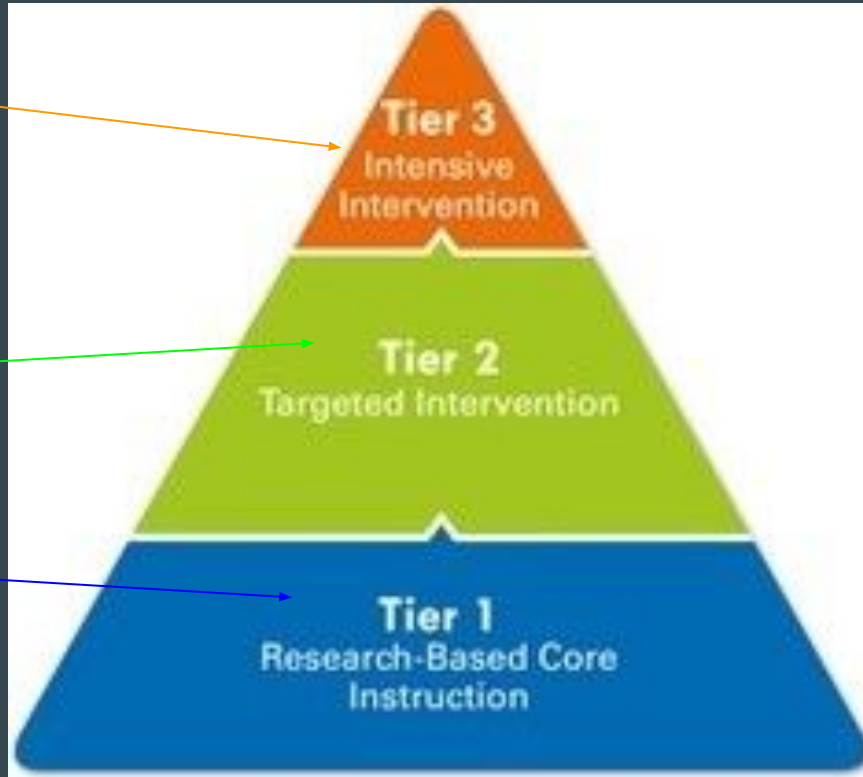
- All students are eligible to participate
- Sheckler is required to complete a Title 1 Schoolwide Plan
- The Schoolwide Plan is based on the comprehensive needs of the school
- The Schoolwide Plan is revised each spring with parent involvement, community members, teachers, principal, etc.
- [Sheckler Title 1 Resources Website](#) (Sheckler website- For Parents- Title 1 Information and Resources)

Levels Of Intervention

Research based
intervention

Title 1

ELA- Wonders
Math- Envisions



McGraw-Hill Wonders Reading Core Curriculum

Wonders

- *Wonders* is an evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. Your students will enjoy unparalleled opportunities to express and assess themselves through reading, writing, and speaking. They will encounter the right content at the right moment in their learning journey to promote strong educational outcomes for all.
- Aligned to the challenging PA Core ELA Standards; Reading, Writing, Speaking and Listening Big Ideas



Tier 2: Reading Program: *WonderWorks*

WonderWorks is designed to drive student achievement by connecting focused strategies for intervention with the content of the Wonders core program. Grounded in research, the two programs work together to support students who may benefit from intervention.

- Grades K-1
 - Working on letter names, letter sounds, phonics, sight words, decodable readers
- Grades 2-4
 - Will be working on same skills as classroom teacher
 - Working on Phonics, vocabulary, fluency, leveled readers



Tier 3: Reading Program

Research based interventions will be used with Tier 3 students based on their academic needs. Students will receive this intervention in a small group setting with 5 students per group, Kindergarten through Fourth grade. Interventions vary based on grade level as well as need.



Team Approach

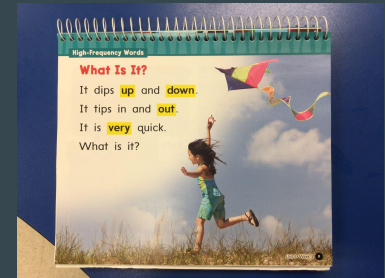
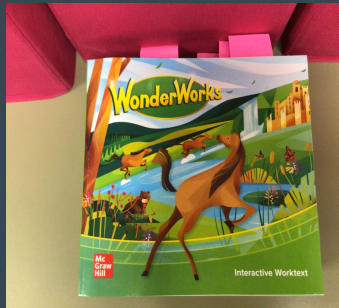
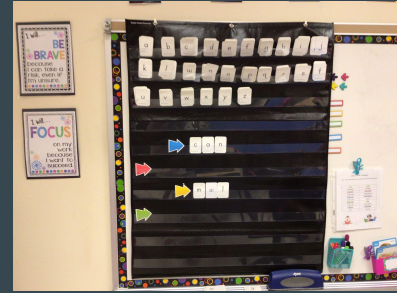
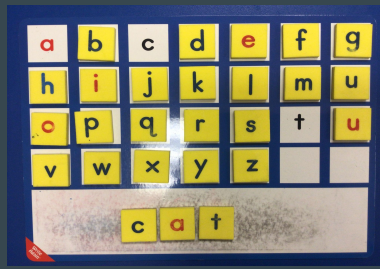
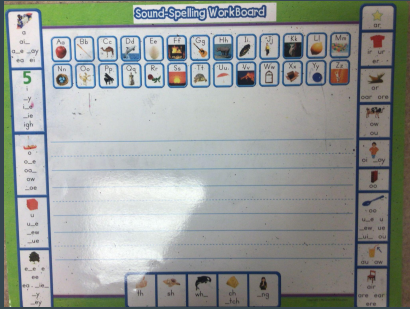
- All Title teachers will go to grade level at same time
- Students grouped based on ability
 - Acadience (DIBELS) Scores (Grades 2-4)
 - Letters/Sounds/High Frequency Word Assessments
- Groups will be flexible based on need
 - Monitor progress regularly



Teaching Approach

- Teach and model (I do)
- Practice and Apply (We Do)
- Write and Assess (You do)

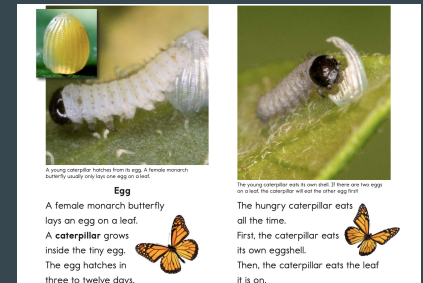
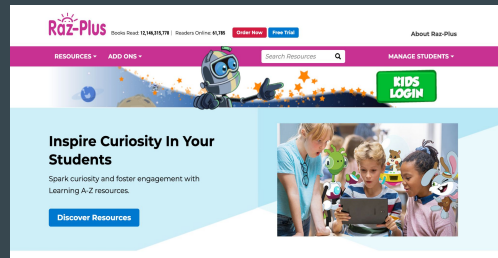
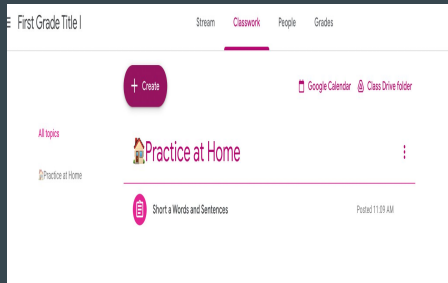






Title I: Home/School Practice

- Each google classroom will have a section titled, “Practice At Home.” One or two items will be posted weekly. It might be words to read, or a passage to practice, based on the sound/spelling pattern being taught.
- Each Title student has access to the “Kids A-Z” app. You will be receiving a login card with the information needed. Your child can self-select books to listen to or read at his/her level.



Progress Reports

- Progress will be discussed at parent/teacher conferences for first marking period
- Students will receive a progress report at second and fourth marking periods
- Kindergarten will receive a progress report at the fourth marking period only.



Exit Plan

- If a student receives an A or B for Language Arts on the report card.
- Classroom tests taken independently
- Met/or close to meeting benchmark scores for Acadience (DIBELS) and reading level
- Child's Title I teacher/classroom teacher will call or email parent to let you know your child will be exiting program
- If child has difficulty, can always receive extra assistance again.
- Title I teacher and classroom teacher communicate regularly



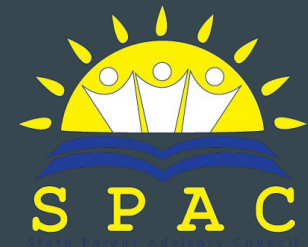
Title 1 Parent and Family Engagement

Become Involved:

- Attend school events/workshops
- Attend annual Title 1 Parent Meeting
- Read to your children
- Provide feedback on Title 1 surveys
- Assist in planning and reviewing Title 1 policies
- Communicate with your child's classroom teacher and Title 1 teacher
- Volunteer in your child's classroom or in the school

Parent and Family Engagement- SPAC

- Title 1 State Parent Advisory Council (SPAC) includes parents of children participating in Title 1 that share ideas with the Division of Federal Programs about involving Title 1 parents to increase student achievement.
 - Three Main Goals of SPAC
 - To give parent the skills and knowledge to become advocates for Title 1 children
 - To distribute information and share ideas that will increase parent participation in Title 1 programs
 - To identify successful parent involvement programs that can become models for schools with limited parent involvement
 - www.spac.k12.pa.us
 - For more information, contact Dr. Robert Kucharczuk



Title 1 Parent Resources

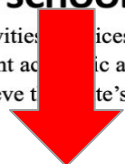
(Sheckler webpage- For Parents- Title 1 Information and Resources)

1. Sheckler Elementary Title 1 Parent and Family Engagement Policy
2. Sheckler Elementary Title 1 Parent and Family Engagement Policy- SPANISH VERSION
3. Catasauqua Area School District Title 1 Parent and Family Engagement Policy
4. Catasauqua Area School District Title 1 Parent and Family Engagement Policy- SPANISH VERSION
5. Title 1 Parent Agreement Letter
Welcome to the Title 1 Program
6. Title 1 District Parent Involvement Policy
7. Title 1 Parent Involvement Letter
8. Title 1 School-Parent-Student Compact Letter
9. Parent Right Under ESSA
 - a. Teacher Qualifications
 - b. Opportunities to Meet with Staff
 - c. Participate in Decisions Affecting Your Child

Sheckler Elementary School

TITLE I TEACHER/PARENT/SCHOOL INVOLVEMENT COMPACT

Sheckler Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that this compact outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. (ESSA, Section 1169d)).



TITLE I SCHOOL/TEACHER

The school understands the importance of the school experience to every student and their role as an educator and model. Therefore, the school agrees to carry out the following responsibilities to the best of its ability.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards.
2. Hold parent-teacher visitations during which this compact may be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their child's progress
4. Provide parents with reasonable access to staff
5. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (ESSA, Section 1116(d) (1-2))
6. Treat each child with dignity and respect.
7. Strive to address the individual needs of the student.
8. Acknowledge that parents are vital to the success of the child and school.
9. Provide a safe, positive, and healthy learning environment.
10. Assure every student access to quality learning experiences.
11. Assure that the school staff communicates clear expectations for performance to both students and

PARENT /Guardian

I understand that participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my abilities:

1. Monitor attendance by sending child to school on time and well rested.
2. Supporting their child's learning.
3. Participate in decisions relating to the education of their child and positive use of extracurricular time.
4. Create a home atmosphere that supports learning.
5. Attend school functions and conferences
6. Encourage their child to show respect for all members of the school community and school property
7. Review all school communications and respond promptly
8. Volunteer at school functions or on school committees whenever possible

STUDENT

I know that my education is important. I am the only one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.

1. Do my homework every day that is neat and reflects my best effort and ask for help when needed
2. Be a cooperative learner
3. Read, or be read to, every day outside of school time
4. Give my parents or guardian all notices and information sent home from school
5. Be respectful to all school members and to school property

Student Name: _____

Grade: _____

“ Every student can learn. Just not on the same day or the same way.”

~George Evans



We're looking forward to a great school year!

