



# Title 1 Annual Parent Meeting

**Thursday, September 26th, 2024  
5:00 p.m.  
Community/Board Room**

**Andrew Alvesteffer, Superintendent & K-12 Administrator  
Debra Mersnick, K-6 Reading & Math Intervention**

# Agenda:

- Welcome & Introductions
- Purpose of Annual Parent Meeting
- What is Title 1?
- Targeted-Assistance vs. Schoolwide Program
- Title 1 at Engadine
- Parental Rights
- Parent Involvement Policy Overview
- Parental Involvement Plan: School-Parent Compact Overview
- Parental Involvement
- Methods of Communication
- Thank you! & Questions



GREETINGS

HI

WELCOME

HELLO

HOWDY

GLAD YOU'RE HERE

HELLO!

My name is



WE'RE GLAD YOU'RE HERE!

happy you  
are here



EXCITED



# Purpose of the Annual Parent Meeting

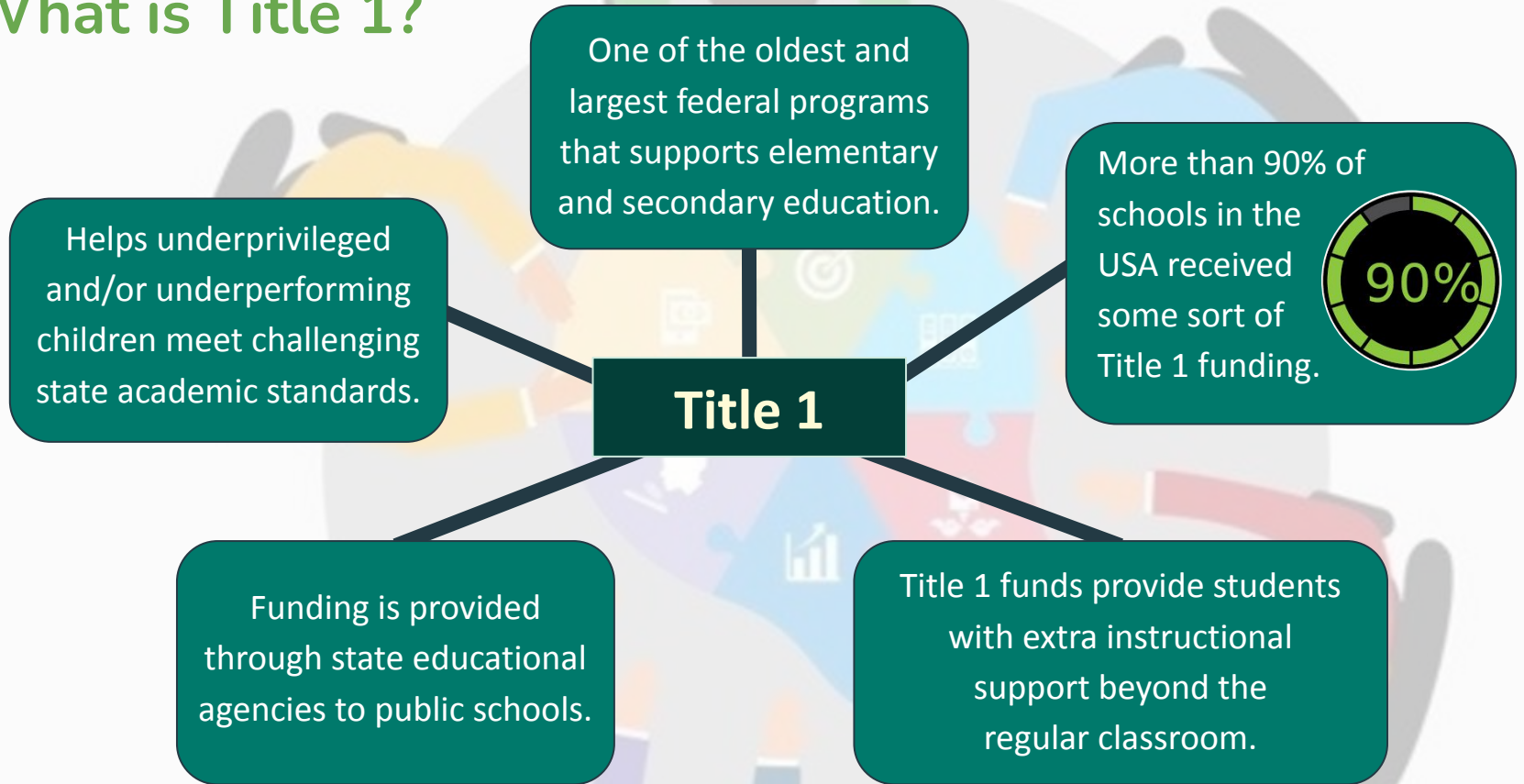
Meets federal guidelines that require a Title 1 parent meeting be held yearly

To explain and discuss the Title 1 program & requirements at ECS

To respond to parent or guardian questions and or suggestions

To keep parents and guardians informed, engaged, & part of the team

# What is Title 1?





# What is Title 1?

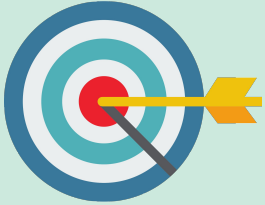
## Title 1 is based on three important ideas:

1 All students should have a fair, equal, and significant opportunity to obtain a high-quality education and to reach, at minimum, proficiency on state academic standards and assessments.

2 The Title I program allows local districts, schools, and parents to decide how to use these funds to implement research-based proven practices to help students who are failing or who are at risk of failing in school.

3 Parents are partners in helping all students achieve. They have the right to be involved in the design and operation of their school's Title I program, and, at the same time, a responsibility to help their children succeed in school.

# Targeted-Assistance vs. Schoolwide Program



A **targeted-assistance** school must focus its services on those identified as low-achieving or at risk of failing to meet the state's challenging student academic standards.

Schools must have a child poverty rate of at least 40 percent to choose to operate a schoolwide program.



Engadine qualifies & operates as a schoolwide program.

A **schoolwide Title 1 program** is:

- Integrated into the regular education day;
- Uses funds to upgrade the entire education program of the school;
- Is not required to identify eligible students;
- Is required by law to address the needs of any student in the school who is deemed low-achieving or at risk of not meeting the state standards.

# Title 1 at Engadine

- Engadine operates under the Schoolwide Title 1 school format - meaning any student who demonstrates a need can be offered intervention.
- Elementary students are identified through screening assessments, teacher input, & classroom performance. If a need is presented, students are further assessed with more specific assessments to determine need or learning path. If a need is identified:
  - A Student Assistance Team meeting may be conducted after further data/observations are performed. This team works with staff, ancillary services, and parents to decide on a course of action.
  - Interventions occur, progress is monitored, and follow-up meetings discuss the effectiveness of the interventions and changes needed.
- Intervention occurs one-on-one or in small groups in a pull-out or push-in format.
- Students enter and exit intervention as needs arise throughout the year.
- Concept practice and/or materials may be sent home periodically to help boost a child's success.





# Title 1 Decision Tree

All Students take NWEA

Teachers can initiate Title 1 testing or a SAT at any time.

Scores on/above norm

Scores below norm

The teacher does not indicate any issues

The teacher indicates a performance or behavioral problem or parent voices concern

Performance deficit present and/or parent concern

No issues currently, testing may have been off

No Title 1 services needed at this time

Specific assessments given to pinpoint areas of strength and weakness/deficit

No intervention needed at this time; monitored for changes

Intervention/Learning Path is created and implemented

Progress monitoring, data collection, assessment of intervention effectiveness

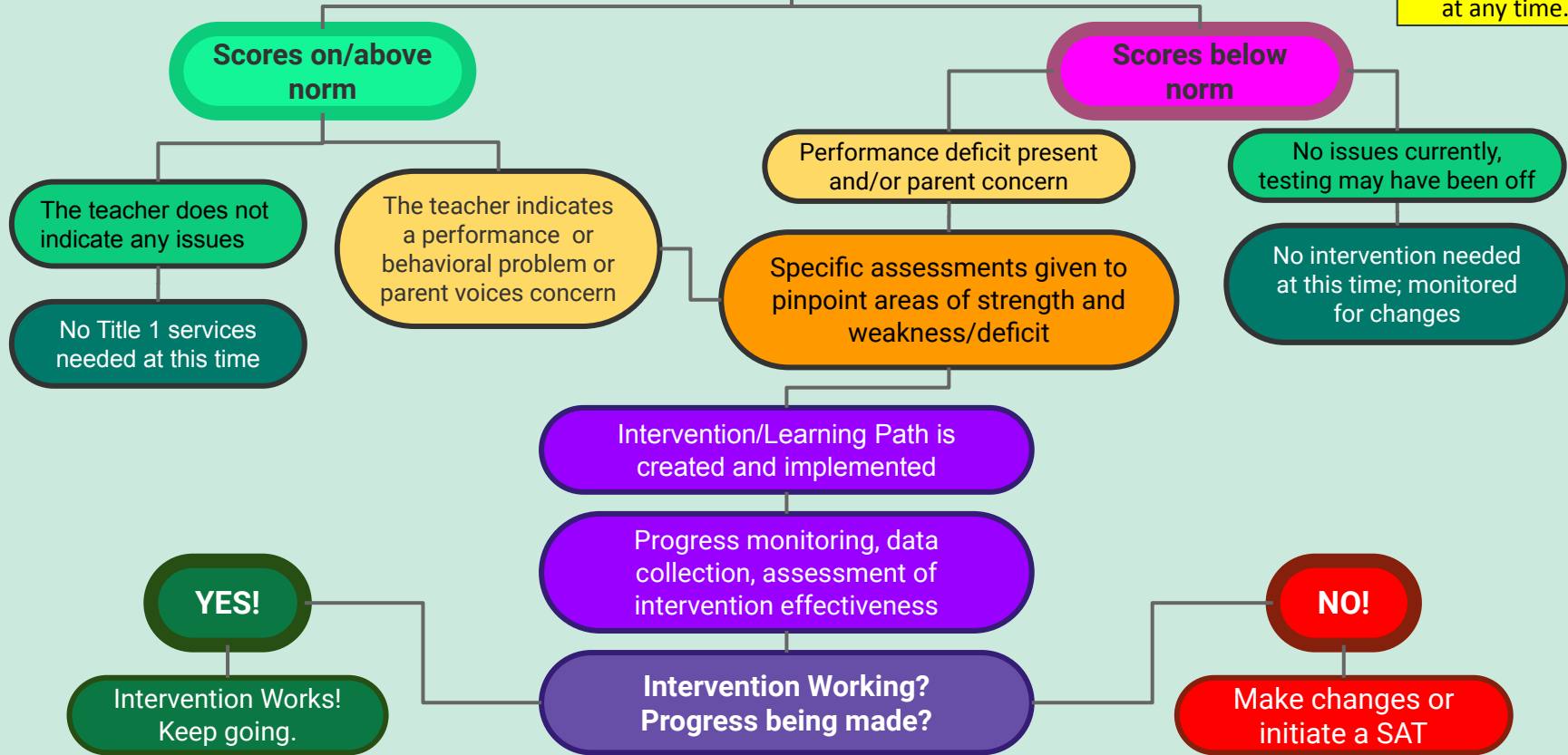
**YES!**

Intervention Works!  
Keep going.

Intervention Working?  
Progress being made?

**NO!**

Make changes or initiate a SAT



# Student Assistance Team Process (Overview)

## Student Assistance Team General Overview

Teacher notifies Interventionist/SAT data coordinator & discuss concerns

Interventionist/SAT data coordinator sets up data collection with teacher(s) and gathers current data.

SAT coordinator is informed of a need for a meeting and all involved parties are contacted for a mutual meeting date & time

Data collection continues with progress monitoring and assessing how accommodations and/or interventions are working. Changes made, if needed.

The SAT is held. Run by SAT coordinator. Everyone discusses strengths, weaknesses, concerns, data, suggestions, and paths forward. A consensus is reached.

All parties are notified of their roles and duties and a follow-up meeting is scheduled.

The action plan is followed, data collected until next meeting to discuss if changes are needed or the plan was effective.

We want parents/guardians to attend and have a voice! YOU are an important part of the process!

# Title 1 Assessments

## Overall Growth & Screener Assessments:

- ★ K-12th = NWEA Assessments (Northwest Evaluation Association)
  - Growth & Screener
- ★ K-12th = M-STEP (Michigan Student Test of Educational Progress)
  - Growth
- ★ 7-12th = SAT, ACT, PSAT
  - Growth



- Taken by all students.
- Used to determine growth and/or screen for intervention.
- Used for staff evaluations & school performance evaluation.
- Data is used to drive instruction/intervention and curriculum improvements.

## Pinpoint Testing & Progress Monitoring Assessments:

- ★ LETRS Assessments (Language Essentials for Teachers of Reading and Spelling)
- ★ QPS (Quick Phonics Screener) or the full assessment can be used.
- ★ PAST (Phonological Awareness Screening Test)
- ★ Heggerty Assessments (Phonemic & Phonological Awareness)
- ★ Fountas & Pinnell Reading Benchmark & Optional Assessments
- ★ AVMR (Add+Vantage Math Recovery)



- Taken by identified students to further determine need & growth.
- Data is used to drive instruction and monitor success of interventions.
- Data is used to improve curriculum gaps.

# Title 1 Proficiency Levels

Expected proficiency levels for all assessments are determined by the assessment rating scale.

## Fountas & Pinnell (F&P) Reading Benchmark Assessments

**Benchmark Independent Level:** *(Can read on their own)*

- Levels A-K: 95%-100% reading accuracy w/ excellent or satisfactory comprehension
- Levels L-Z: 98%-100% reading accuracy w/ excellent or satisfactory comprehension

**Benchmark Instructional Level:** *(Can read with support)*

- Levels A-K: 90%-94% reading accuracy w/ excellent or 95%-100% w/ limited comprehension
- Levels L-Z: 95%-97% reading accuracy w/ excellent or 98%-100% accuracy w/ limited comprehension

## NWEA (Northwest Evaluation Association) Assessments

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

\* These science status norms describe the distributions of

## Fountas & Pinnell Text Level Gradient - Leveled Readers

K	A-D	1	E-J	2	K-M	3	N-P
4	Q-S	5	T-V	6	W-Y	7+	Z-Z+



## Parental Rights

- Parents have the right to be informed and become involved in the development, review, and revision of programs and plans.
- Parents can ask for opportunities for:
  - Regular meetings to offer suggestions and/or participate in certain decisions.
  - Trainings to boost the school's capacity
- Review the school's achievement data, parent handbook, and parental involvement plan.
- See *Policy 2261.01 Parent & Family Member Participation in Title 1 Programs* for more information.



# Parental Involvement Policy Overview

The Parent Involvement Policy describes how the school will involve parents in an organized, ongoing, and timely way to plan, review, and improve the Title 1 program. Here is an overview.

## **Policy 2112 - Parent Involvement in the School Program** **\*\*See policy for full explanation.\*\***

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education.

The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

Through this policy, a school-partnership can be established, reviewed annually, and provided to the parent of each child in the Handbook. The plan encompasses participation of parents/guardians through meetings and other forms of communication. The Parent Involvement Plan or Parent-School Compact shall reflect the Board's commitment in the following areas:

- ★ Relationships & Families
- ★ Effective Communication
- ★ Volunteer Opportunities
- ★ Learning at Home
- ★ Engaging Families in Decision Making and Advocacy
- ★ Collaborating with the Community



# Parental Involvement Plan: School-Parent Compact Overview

## PARENT INVOLVEMENT (Policy 2112)

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education.

The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family.

Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

### School Responsibilities

#### Teacher Responsibilities

1. Provide high quality curriculum & instruction in a professional, supportive, and effective learning environment to meet academic requirements.
2. Provide reasonable access for volunteers to participate in the classroom or observe.
3. Hold parent-teacher conferences.
4. Provide reports on progress in a timely manner.
5. Provide reasonable access to staff.
6. Hold & attend meetings.
7. Reach out and/or respond professionally to parents in a timely manner.

### Home Responsibilities

#### Student Responsibilities

1. Come to school prepared for all classes.
2. If applicable, write all assignments in planner/agenda.
3. Show respect for all staff and all students.
4. Follow school rules and procedures.
5. Complete all assignments.
6. Give your best effort to learn both academically and socially.
7. Participate.

#### Parent Responsibilities

1. Communicate professionally and regularly with my child's teachers.
  2. Work with teachers & staff to support and challenge my child.
  3. Show respect & support for my child, staff, and school.
  4. Be interested in school activities.
  5. Attend Parent-Teacher conferences & other meetings.
  6. Support the school in efforts to maintain proper discipline.
1. Have high expectations.
  2. Ensure enough sleep each night.
  3. Ensure my child is on time for school.
  4. Read daily with my child.
  5. Establish a homework time and routine.
  6. Insist all homework is completed.
  7. Stay informed on what my child is learning.

# Parental Involvement

**Parents and guardians influence their children's education more than anyone else.**

- ★ Parental involvement can boost children's achievement.
- ★ By taking an active role in our school, parents show their children that they are valued and that education is important.
- ★ Children learn that parents and the school are a team, working together to help them succeed.

## Ways to be involved:

- Show interest & ask questions
- Read to/listen to your child read daily
- Practice math skills daily
- Attend school meetings, open house, events, & parent-teacher conferences
- Participate in class field trips and class projects
- Keep communication lines open
- Inform the school of changes
- Establish & keep routines
- Volunteer

## Conferences & Meetings are:

- A place for parents & teachers work together as a team
- Time to share information about their child's special interests.
- Time for discussing academic progress and gaining ideas on how to best help their children at home.

# Parental Involvement

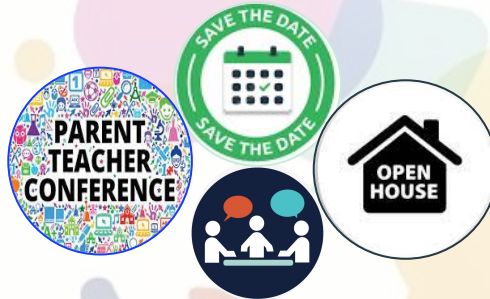
## How to monitor your child's progress?

- Work with your child's teacher as often as needed to discuss progress.
- Be present and available during homework time.
- Review all student work that is sent home & check child's folder nightly.
- Engage with your child when reading nightly.
- Participate in literacy training activities.
- Read and review tips that are included in informational pamphlets and newsletters that are sent home or shared.
- Use practice materials sent home by teachers and intervention.

# Methods of Communication



School Phone, messages, automated notification calls, & staff phone calls



Conferences, Meetings, Open House, & Events

*Keep in touch & Keep informed!*



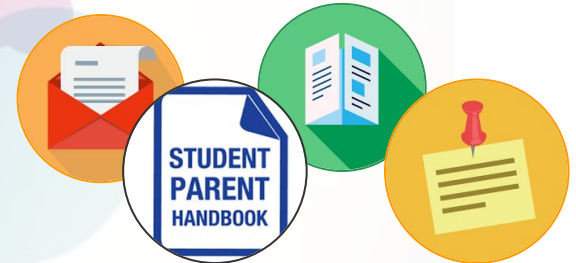
Teacher/Staff/Parent Email, SchoolStatus Connect Messenger



School Website, ECS Facebook Page, & SchoolStatus Connect Announcements



Classroom & School Newsletters, Report Cards, & Progress Reports



Documents, Letters, Informational Handouts, School Handbook, & Notes in your child's planner/folder

Education is a  
**SHARED COMMITMENT**  
between  
**DEDICATED TEACHERS,**  
**MOTIVATED STUDENTS,**  
and  
**ENTHUSIASTIC PARENTS**  
with high expectations.

# Thank you for attending!

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ECS staff thanks you for:

- Attending the meeting
- Being informed
- Working together with all staff to ensure success for your child and all children at ECS.



Questions, Comments, or Suggestions?

Please contact Mr. Alvesteffer at (906) 477-6313.

