

LAP AND TITLE I FAMILY ENGAGEMENT



PGS ELEMENTARY SCHOOL



WHAT IS LAP & TITLE?

- LAP = STATE FUNDED PROGRAM
- TITLE = FEDERALLY FUNDED PROGRAM
- Designed to meet the needs of students who are at risk of not meeting common core standards in reading, math and/or behavior
- Small group instruction
- Instruction is planned to meet students' individual needs





- All students are considered Title students at PGS
- All PGS students and families discussed a compact (school-home learning agreement) at conferences
- Interventionists will identify and serve small groups
- All teachers are Title teachers in a schoolwide model
- This model create flexible groups and teachers can reorganize groups based on student needs as needed

FAMILY ENGAGEMENT (SCHOOL TO HOME CONNECTION)

- Family engagement is of utmost importance in our Title/LAP Programs. The collaboration between families and schools:
 - enhances student achievement and progress
 - promotes effective communication between schools and families
 - fosters a stronger sense of belonging and connectedness to PGS.
- Together, let's create a positive and engaging environment where our children can thrive!
- Materials for students receiving small group reading intervention are sent home on a biweekly basis to reinforce what is being taught in group



TITLE/LAP PARENT ADVISORY COMMITTEE AND



- The Title/LAP Parent Advisory Committee is held in conjunction with PTA meetings.
 - With your participation, we will plan meaningful family engagement events that are linked to student learning and support the educational equity and excellence for each and every child.
- A team of parents that will work with the PGS Leadership team to:
 - Review and make suggestions on how to spend funds
 - Review school improvement plan goals
 - Help shape the educational experience of our students

How do students receive instruction in a 3-Tiered model?



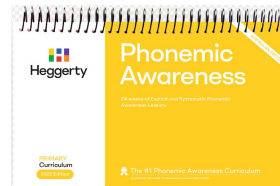
ASSESSMENT & PROGRESS

- Students are assessed in September, January & May
- State and district assessments are used to qualify and exit students within walk-to-intervention groups
- Students who have skill deficits are placed into the smallest LAP/Title groups
- Students in classrooms are progress monitored frequently in order to meet individual needs
 - Progress reports are sent home twice per school year.
 - If you would like an update at any time, please contact your child's LAP Reading teacher.



EVIDENCE BASED READING CORE CURRICULUM

- Heggerty Phonemic Awareness (Grades K-1)



- Institute for Multi-sensory Education – Orton Gillingham
(Grades K-2)

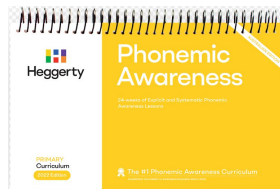


i-Ready Learning

Personalized Instruction

EVIDENCE BASED READING INTERVENTION PROGRAMS USED

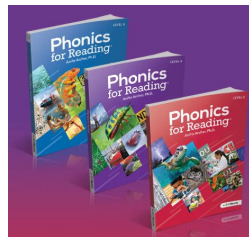
- Heggerty Phonemic Awareness (Grades K-1)



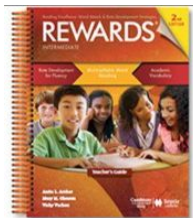
- Institute for Multi-sensory Education - Orton Gillingham (Grades K-2)



- Phonics for Reading (Grades 2+)

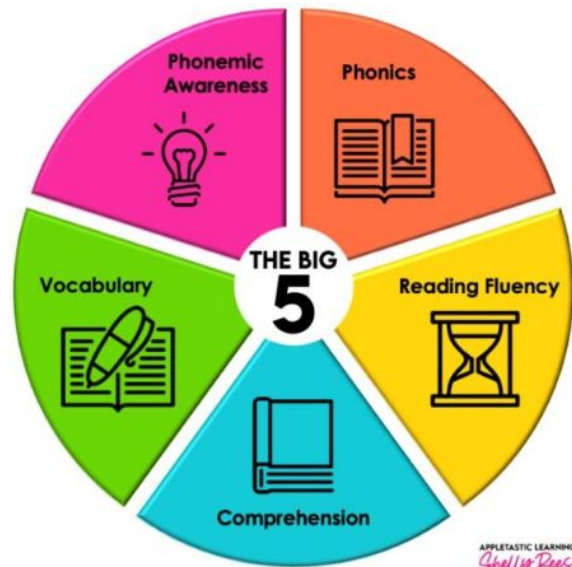


- REWARDS (Grades 4+)



SCIENCE OF READING - HOW WE LEARN TO READ

- The science of reading emphasizes explicit, systematic teaching, which means that teachers break down these skills step by step and build on them gradually.
1. **Reading is a skill that combines many processes**: When we read, our brains are doing several things at once, like recognizing letters, hearing the sounds that match those letters, and understanding the meaning of the words.
 2. **Phonemic awareness**: This is the ability to hear and manipulate sounds in words. It's one of the most important skills for learning to read because reading starts with sound.
 3. **Phonics**: Phonics teaches the relationship between letters and their sounds. For example, when children learn that the letter "B" makes the /b/ sound, it can start to blend those sounds together to read words like "bat" or "bag."
 4. **Fluency**: This is the ability to read smoothly and quickly. As children practice phonics and reading skills, they become more fluent and can focus more on understanding what they're reading rather than just decoding the words.
 5. **Vocabulary**: Knowing the meaning of words is essential to reading comprehension. As children grow, they need to build a strong vocabulary so they can understand what they read and connect new words to their existing knowledge.
 6. **Comprehension**: The goal of reading is to understand the text. This requires not just knowing how to decode words, but also thinking about the meaning behind those words.



***Reading aloud, talking about books, playing word games, and encouraging a love of stories are all great ways to support reading at home.**

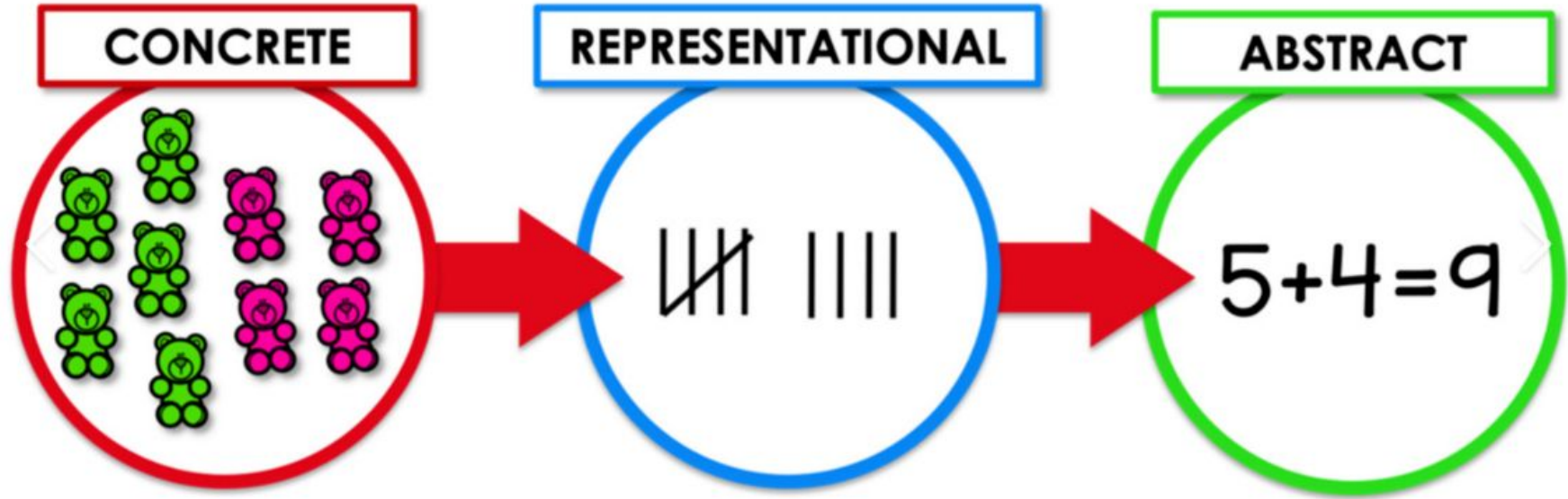
EVIDENCE BASED MATH CORE CURRICULUM & INTERVENTION



Creates a rich classroom environment in which students at all levels become active, real-world problem solvers.

Through teacher-led instruction, students develop mathematical reasoning, engage in discussion, and build strong mathematical habits.

CONCRETE REPRESENTATIONAL ABSTRACT (CRA) APPROACH



TITLE 1 FUNDS



Parent Family Engagement funds are financial resources provided under Title 1, Part A of the Elementary and Secondary Education Act (ESEA). These funds are designed to support schools in fostering effective partnerships between families and schools, ultimately enhancing student success. The goal is to involve parents and families in their children's education, recognizing that when families are engaged, students tend to perform better academically.

1. **Workshops and Training Sessions:** Organize educational workshops for parents on topics like helping with homework, understanding the curriculum, and supporting social-emotional learning.
2. **Family Events:** Host family engagement events such as family nights, open houses, or cultural celebrations that encourage parents to participate in the school community. **SAILING INTO SUMMER**
3. **Childcare:** Provide childcare services for parents attending school events, making it easier for them to participate.
4. **Community Partnerships:** Collaborate with local organizations to provide resources and programs that support family engagement, such as parenting classes or mental health services.
5. **Educational Materials:** Purchase books, materials, or technology that parents can use at home to support their children's learning.
6. **Training for Staff:** Provide professional development for teachers and staff on effective strategies for engaging families and building collaborative relationships.



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