



AVON GROVE CHARTER SCHOOL

EXCELLENCE THROUGH INGENUITY

Annual Title I & Title III Meeting

September 17, 2024





AVON GROVE CHARTER

Excellence Through Ingenuity

Mission Statement

To **inspire passion** for lifelong learning, one student at a time.

Vision Statement

To be an **accepting community** that unlocks every students' ability to discover and reach their **full potential**

Agenda

- ★ What is Title I?
- ★ How Title I Works
- ★ Parental Rights and Involvement
- ★ Curriculum & Assessment
- ★ Parent Comments
- ★ Contact Information
- ★ **Learning Through Play**



What is Title I?

According to the U.S. Department of Education, the **purpose of Title 1** funding, “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.”



How Title I Works

- ★ The Federal Government provides funding to states based on census and poverty data each year for Title I.
- ★ The Pennsylvania Department of Education sends the money to the local school districts/schools.
- ★ Identify buildings within the school (based on Free and Reduced Percentages) and provides Title I funds.
- ★ Funding provided to AGCS is allocated to our K-3 building to **increase reading achievement.**



School-wide Designation

- ★ New for the 24-25SY, AGCS now has a Title I School-wide Designation
 - School identifies students and provides them with supplemental services
 - The purpose of Title I is to help all students have an equal opportunity to receive a high-quality education
 - Improving all structures that support student learning, and combing all resources as allowed, to achieve a common goal

41% Free and Reduced Lunch



How does Title I support students at AGCS?

- ★ Salaries for 4 reading interventionists
 - Extra time for instruction
- ★ Targeted literacy instruction
- ★ Additional instructional materials
- ★ Parent Family Engagement Resources
 - Virtual Math Night
 - Monthly Newsletters
 - Monthly PFE Workshops/Events
- ★ Professional Development in research-referenced reading instruction
- ★ Portion of funds to support homeless children and youth

Helping Children Learn
TIPS FAMILIES CAN USE TO HELP CHILDREN DO BETTER IN SCHOOL
Avon Grove Charter School
October 2021

Weekly goal-setting helps your child see how to achieve results

Setting goals helps motivate children to take control of their learning. While long-term goals, such as going to college, are important, they may seem too far off to be relevant to your elementary schooler. Setting short-term goals and experiencing the thrill of achieving them will help her stay focused on making progress.

Working toward a weekly goal helps students learn that planning and problem-solving are important parts of the process. To get your child started:

- 1. Ask her to identify** one goal at the beginning of the week, such as finishing a book she has been reading for class. Goals are more motivating when your child is the one choosing them.
- 2. Have her write the goal** down and post it where she can see it often.
- 3. Discuss specific things she can do** to achieve the goal. For example, "You could read two chapters every day."
- 4. Check her progress** in a few days. If she's hit a snag, discuss possible solutions. If she's fallen behind in her reading, for example, reading 10 more minutes each day might help her catch up.
- 5. Help her evaluate** at the end of the week. What did she do that week? What would she try next time? Whether or not she met her goal, celebrate her effort and progress. Then have her set a new goal for next week.

Reinforce responsibility three ways

Students with a strong sense of responsibility make better decisions and are more likely to try, follow through and succeed in school.

Lessons in responsibility at home don't necessarily have to be related to schoolwork. To strengthen this key trait in your child, you can:

- 1. Assign meaningful tasks.** Most elementary schoolers are capable of self-care tasks such as making a lunch and putting away clean clothes. Let your child know these responsibilities are part of being a capable person who can handle more independence.
- 2. Teach money management.** Let your child see what budgeting looks like. Without sharing your financial details, say things like, "I'd love to order pizza tonight, but it will have to wait until after I get paid next week."
- 3. Let him learn** by experiencing the consequences of his actions. When he makes a poor choice, let him live with the outcome (unless it's a matter of safety).

Exercise sharpens thinking

Helping your child get plenty of exercise is a smart thing to do. Studies show that adding daily aerobic activities such as playing tag or ball, can improve children's impulse control, working memory and mental flexibility. These cognitive abilities all boost school performance.

Conferences help everyone

Online or in-person, a conference with your child's teacher is an opportunity for both of you to share information and focus on how to help your particular child learn.

Tell the teacher about your child's challenges in school, favorite subjects, medical needs and any sensitive issues. Ask about your child's strengths and weaknesses, and how you can help expand or address them.

Trying is key for learning

Research shows that persistence is something children learn with practice. In one recent study, kids were given a puzzle to solve. Some were allowed to keep trying, while others got adult help right away. When given a second puzzle, the kids who were allowed to keep trying the first time persisted much longer than those who'd been helped.

Jumping in to help with a challenging task before your child has had a chance to practice "trying" sends the message that you didn't think she could do it. And that can make her less likely to persist in the future.



Source: M.W. Began, "Children persist less when parents take over," *Open Science*, University of Pennsylvania.

Source: T. Shikhan and others, "Teacher Cognitive Performance Mediates the Effect of Physical Activity on Executive Functions in Children," *Journal of Clinical Medicine*, 2021.

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Parental Rights and Involvement

- ★ Participate on decision-making committees, such as a school improvement committee, parent advisory committees, and district/building leadership teams.
- ★ Volunteer to review the district parent involvement policy (annually), school parent involvement plan (periodically), School-Parent Compact (annually) and the schoolwide plan (if applicable) (annually);
- ★ Attend and participate in parent-teacher conferences, school events, activities and parent training programs.



Curriculum & Assessment

Tiered Criteria for Eligibility (Grade 1 example)

- Two to three data points are used to determine eligibility for additional reading support.
- The measures of reading success are:
 - Fall- (1) Letter Name Fluency, (2) Phoneme Segmentation Fluency, and (3) Nonsense Word Fluency (correct letter sounds).

What Is Letter Naming Fluency (LNF)?

Letter Naming Fluency (LNF) is a brief, direct measure of a student's fluency naming letters. LNF assesses a student's ability to recognize individual letters and say their letter names.



What Is Phoneme Segmentation Fluency?

Phoneme Segmentation Fluency (PSF) is a brief, direct measure of a student's fluency segmenting a spoken word into its component parts or sound segments.

Why Nonsense Words?

Why nonsense words?

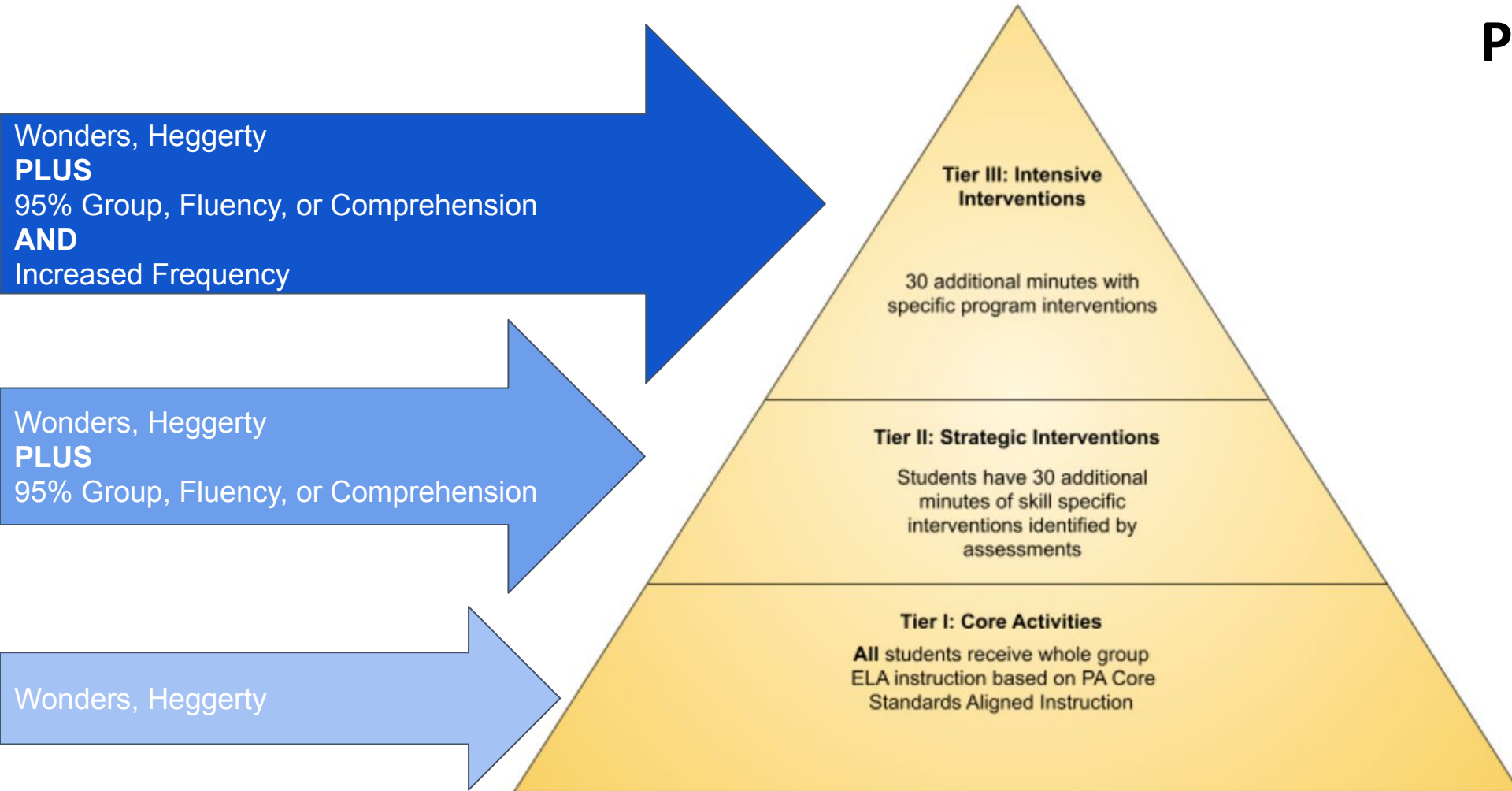
- ▶ To successfully complete NWF, the student must apply knowledge of letter-sound correspondences to blend sounds and decode unfamiliar words.

Why not real words?

- ▶ A student might read real words as sight words, without applying knowledge and understanding of the alphabetic principle and basic phonics.

Bands	Tier Grouping
At or Above Benchmark	Tier 1
Below Benchmark	Tier 2
Well Below Benchmark	Tier 3

English Language Arts Programming



PA Core Standards
-ELA
-Math



Avon Grove Charter School
English Language Arts Skills
Grade Level: Second

AGCS uses Reading Wonders as its primary elementary ELA program. The purpose of this document is to provide an overview of the major concepts/skills at this grade level. Parents are the target audience of this resource, however students may also find it helpful as a skills checklist.

FOUNDATIONAL SKILLS

A student will be able to...

- Know and apply grade level phonics and word analysis skills in decoding words.
- Read with accuracy and fluency to support comprehension

READING INFORMATIONAL TEXT

A student will be able to...

- Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- Use various text features and search tools to locate key facts or information in a text efficiently.
- Determine the meaning of words and phrases as they are used in grade level text, including multiple-meaning words.
- Explain how graphic representations contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing from a large range of strategies and tools.
- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE

A student will be able to...

- Retcount stories and determine their central message, lesson, or moral.
- Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe characters in a story respond to major events and challenges.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Describe the overall structure of a story, including describing how the beginning introduces the sotry and the ending concludes the action.

Assessment Calendar



2024-2025 Assessment Calendar School-wide

TESTING WINDOW	ASSESSMENT	GRADEL LEVEL(S)	CONTACTS
September	SpringMath Screeners	K-8	Kim Tremi (ktremi@agcharter.org)
September	Exact Path Diagnostic: Reading and Math	K-10	Kim Tremi (ktremi@agcharter.org)
September-November	WorkKeys	12	Megan Alaxson (malaxson@agcharter.org)
October 23, 2024	PSAT	10th & 11th	Megan Alaxson (malaxson@agcharter.org)
October	Benchmarks: Reading & Math	K-8	Kim Tremi (ktremi@agcharter.org)
December 9th & 10th	Algebra Keystone *students needing to retest	HS	Kim Tremi (ktremi@agcharter.org)
December 11th & 12th	Biology Keystone *students needing to retest Literature Keystone *students needing to retest	HS	Kim Tremi (ktremi@agcharter.org)

[Link to full calendar](#)

What is Title III?

- Title III is a 100% federally funded supplemental program that concentrates on delivering language instruction educational programs to students who have a primary language other than English.
- This program is designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards.
- The program also provides enhanced instructional opportunities for immigrant children and youths.

Title III at AGCS

- Language support from Mrs. McNicholl
- Push into classrooms/work in small groups
- On-going communication; WIDA assessment in January with results in June



How Our Brains Learn to Read

Reading is an important and fun skill that nearly everyone can learn with time and practice. Our brains are naturally set up to learn to speak, but learning to read does not happen on its own. Scientists have found that we must develop certain parts of our brains and build connections between brain areas that were not connected before. The picture below shows **four different areas of our brains** that we use when we read.

VISUAL CORTEX



This part of our brains helps us see things. We use this part when we look at and recognize written letters and words.

ROLE IN READING:
Orthographic Processing

ANGULAR GYRUS



This brain area helps us connect sounds with letters and letters with sounds. We use this part of our brains to read words aloud or to ourselves and to put words on a page.

ROLE IN READING:
Sound-Symbol Connections and Semantic Processing

AUDITORY CORTEX



This brain area allows us to hear and tell the difference between sounds in spoken language. When we read, we use this part of our brains to identify the sounds that make up words.

ROLE IN READING:
Phonological Processing

INFERIOR FRONTAL GYRUS



This part of our brains helps us make speech sounds, form words and sentences, and understand the meaning of what we listen to and read.

ROLE IN READING:
Speech Production, Fluency, and Comprehension



We Need to Teach Our Brains to **DECODE** to Become Good Readers

What we learn in school can help us build the brain connections that we need to read. The four decoding skills below help develop different parts of the brain. It is important that kindergartners, first graders, and second graders spend a lot of time in the classroom learning and practicing these skills because they are the building blocks of reading.

At least 50% of our K-2 reading block time should focus on learning to decode. We must also build our vocabulary and comprehension skills, but learning to decode is a critical first step in becoming a lifelong reader.



Phonological Awareness

It is important that we can recognize all of the sounds in the English language to be able to read well. English has **44 different speech sounds**, which is more than many other languages.

Sound walls in our classrooms can help us learn how to make these unique sounds.



Print Concepts

To become readers, we must also recognize the **letters of our alphabet**, the **basic parts of a book**, and the **special rules** that print must follow.

Pointing out the front and back of a book, capital letters, lowercase letters, and punctuation marks can help us understand how writing works.



Phonics & Word Recognition

Once we know our sounds and the alphabet, we can begin to put them together to read words.

We learn phonics when our teachers help us to **sound out words** and know **which letters and combinations of letters make which sounds**. When we become good at this skill, we can read and spell many words.

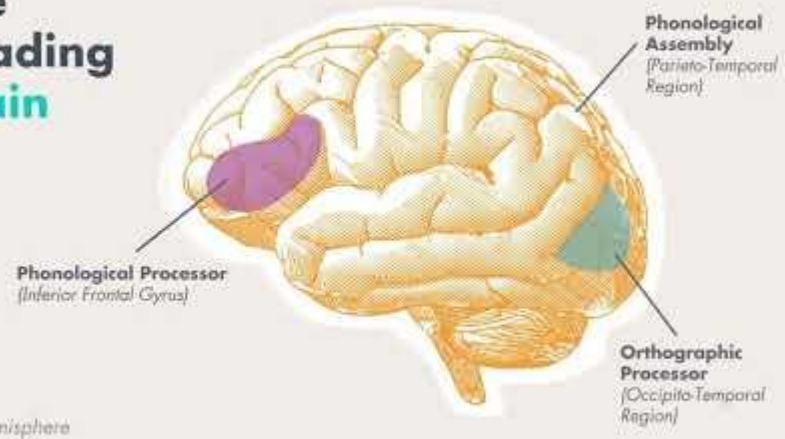


Fluency

Now that we've learned about the connections between sounds, letters, and words, we can put it all together by **reading sentences and books!**

The more we practice sounding out words, the easier it will become to recognize both new and familiar words on the page.

The Reading Brain



Left Hemisphere

ZB Zaner-Bloser

The Simple View of Reading

Contacts



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Ms. Kristin Wills
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Policy Review and Feedback

- ★ [Parent Family Engagement Policy](#)
- ★ [School-Parent-Student Compact](#)



Learning Through Play



Is This The “New Math”?



- No, but there are certain strategies for modeling math (bar modeling & number bonds) that might be different from how current adults learned math in school.
- There isn't a “new” math. $2 + 2 = 4$. The strategies used to help students understand math have evolved.



But this isn't how I learned it...

- Your way is not wrong, just different
- Learning through procedures and rote processes
- Supporting students in their strong, deep understanding of mathematics
- Deep understanding=application of skills at higher levels

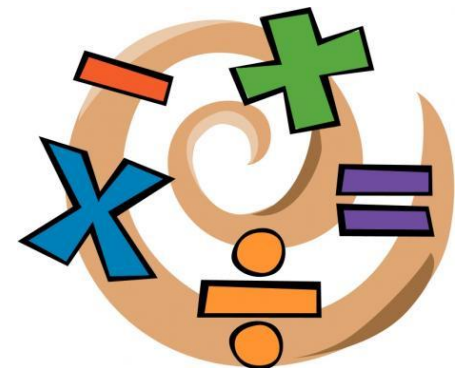
Math in Focus Structure

Instruction gradually becomes more complex as children become more confident mathematicians. Lessons follow a standard structure.



How can parents help their children with math at home?

- Parents can help children with their becoming fact fluency with basic facts.
 - Games
 - Deck of cards
 - Dominos
 - Yahtzee
 - 100's Chart
 - Place Value Math
 - **Examples**
 - Jenga
 - [Card Games](#)
 - [Multiplication Squares](#)



Questions?

