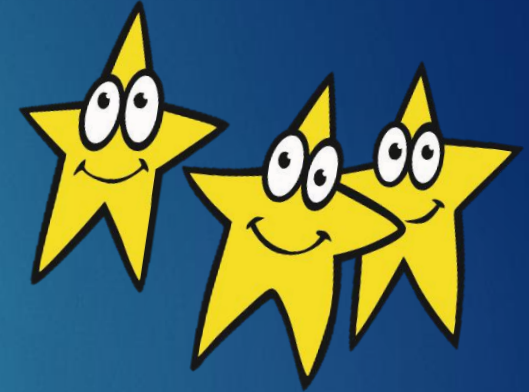


# Gardner Road Elementary School:

## Title 1 (RtI) Parent Meeting



**FALL 2020 – VIRTUAL PRESENTATION**

**CLICK HERE**



for our video presentation!

# Why are we here today?

At Gardner Road Elementary, we recognize that parent involvement and participation in a child's education has a positive impact on that child's academic success.

“The evidence is consistent, positive, and convincing . . . When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school, and like school more.”<sup>1</sup>



<sup>1</sup> Henderson, Anne T. and Mapp, Karen L., A New Wave of Evidence: The Impact of School, Family and Community Connections to Student Achievement, 2002. p.7.

# Parent and Family Engagement:



...is required because it has a positive impact on student achievement. Students with involved families, regardless of income or background, are more likely to:

- ▶ Earn high grades and test scores
- ▶ Enroll in higher-level programs
- ▶ Improve their behavior and attitude
- ▶ Pass their classes, earn credits and be promoted
- ▶ Attend school regularly
- ▶ Graduate and go on to post-secondary education/careers



# What is the Every Student Succeeds Act?

- ▶ The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), a federal law to improve education for all children. The ESSA legislation establishes that:
  - ▶ Schools will be responsible for results
  - ▶ States will have more flexibility and authority to...
    - ▶ set accountability standards
    - ▶ develop learning standards
  - ▶ Schools will promote teaching methods that work



# What are the Key Provisions of the Every Student Succeeds Act?

- ▶ States will have significantly **more flexibility** in terms of learning standards, accountability, and educator evaluation systems.
- ▶ **More federal funding** will be distributed through block grants.
- ▶ New York State must develop an **accountability plan** that establishes a system for annual measurement of all students and subgroups, a methodology for identification of schools in need of intervention, a process for determining appropriate interventions identified through required improvement plans, and setting ambitious long-term goals for student achievement.
- ▶ **Parents must be informed** about the professional qualifications of their child's classroom teacher, assessments required by the State, and their child's level of achievement and academic growth,



# Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies



The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments.

## Gardner Road Elementary School is a Title I Targeted Assistance School

- ▶ Title I, Part A funds may only be used to meet the needs of children identified as being in the greatest need of services.
- ▶ Students must be selected using multiple, educationally-related, objective criteria.
- ▶ In a targeted assistance program, all costs must be supplemental and limited to services for eligible students.

# Title I Schools

- ▶ Title I schools receive federal funding to supplement the school's existing programs. These dollars are used to:
  - ▶ Fund supplemental programs
  - ▶ Fund supplemental staff and materials
  - ▶ Fund programs and services that specifically support students with the greatest academic need
- ▶ Title I funds are to be used to directly impact student achievement by:
  - ▶ Providing additional services that increase the amount and quality of instructional time
  - ▶ Providing enriched and accelerated academic programs
  - ▶ Significantly elevating the quality of instruction
  - ▶ Affording parents substantial and meaningful opportunities to participate in the education of their children



# Who Can Receive Title I Services?

- ▶ Eligibility for Title I services is determined by:
  - ▶ Performance on New York State assessments.
  - ▶ Multiple educationally related and objective criteria.
- ▶ English Language Learners and students with disabilities are selected and served on the same basis as other participants.
- ▶ Homeless students automatically receive services, regardless of whether or not they attend a Title I school building.





# Goals of Title I:

- ▶ Increase academic achievement for career and college readiness
- ▶ Provide direct instructional support to students
- ▶ Promote parent and family engagement





The Horseheads Central School District  
has been identified as a district  
in **GOOD STANDING.**

Gardner Road Elementary School  
has been identified as a school  
in **GOOD STANDING.**

# WHAT IS RESPONSE TO INTERVENTION (RTI)?



- ▶ All students in grades K-4 are screened in order to determine which students are not making adequate academic progress.
- ▶ Instruction is matched to student need at increasing levels of targeted intervention.
- ▶ Student progress is monitored to determine if the intervention methods are working.
- ▶ A written notification is sent to parents when the level of intervention needed for academic progress exceeds that provided to students in the general education classroom.

# What is Parent and Family Engagement?

- ▶ Districts must conduct affirmative outreach to all parents and family members as part of their implementation of programs, activities, and procedures for the involvement of parents and family members.
- ▶ Districts must continue to develop jointly with, agree on with, and distribute to, parents of participating children written district and school level Parent and Family Engagement policies.
- ▶ The district's Parent and Family Engagement Policy is also available online and can be viewed under the Board of Education link at: [Parental Involvement Policy](#)



# A Parent and Family Engagement Policy Tells You...

- ▶ how the school will work with you and other parents to help all the students in the school meet high academic standards.
- ▶ what your rights and responsibilities are as a parent
- ▶ how the school will communicate with you and other parents
- ▶ what learning goals students are expected to meet
- ▶ how student progress is measured
- ▶ how parents can participate in decisions related to the education of their children





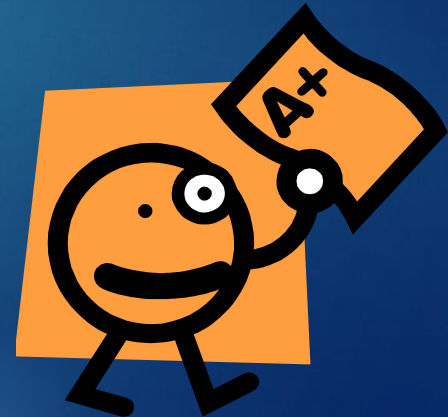
# Parents Rights and Options to Request and Review:

- ▶ Title 1 Parent and Engagement Policy
- ▶ State Assessments
- ▶ School Report Cards
- ▶ Teacher Qualifications
- ▶ Academic Intervention Services
- ▶ Written Complaint Procedures



# What are School Report Cards?

- ▶ Your child's school and school district will get a report card every year from the New York State Education Department. You will be able to learn how well your child's school and school district did in meeting New York State's academic achievement goals.
- ▶ The report cards will not only show how well all students are doing, but will also show if there are achievement gaps among different subgroups of students.
- ▶ District and School Report Cards are available at <https://data.nysed.gov/>



# Parents Right-To-Know:



At the beginning of each school year, LEAs receiving Title I funds must notify parents that the parents may request, and the LEA will provide parents upon request and in a timely manner:

- Information regarding the professional qualifications of the student's classroom teacher, including whether the teacher is teaching in the field of discipline for which he/she is certified, and whether the child is provided services by paraprofessionals, and if so their qualifications;
- Information regarding any State or LEA policy regarding student participation in any required State assessments mandated by ESSA and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable; and



# Parents Right-To-Know: (continued)



- ▶ **Information on each assessment** required by the State, including assessments required to comply with accountability provisions of ESSA, and, where feasible, the assessments required districtwide by the LEA, including information on the subject, purpose, source of the requirement for the assessment and, where available, the amount of time students will spend on the assessment, the schedule and the time and format for disseminating results.



# Parent Notifications:

LEAs must provide parents with:

- ▶ Information on the **level of achievement** and **academic growth** of the student on each of the State academic assessments, if applicable and available; and
- ▶ **Timely notice** when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.



# Parent Notifications: English Language Instruction

If LEAs are using Title III funds to provide a language instruction educational program, they must also implement an effective means of outreach specifically to parents of students identified as English Learners that includes holding and, notifying parents of opportunities for regular meetings. No later than 30 days after the start of the school year, such LEAs must provide parents with specific information, including the following: Notification to parents of an English language learner regarding:

- ▶ reasons for the identification of their child as an English language learner;
- ▶ the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- ▶ the methods of instruction used in the child's program and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and native language instruction;



# Parent Notifications: English Language Instruction (continued)



- ▶ how the program will meet the strengths and needs of the child;
- ▶ how such program will specifically help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- ▶ the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if the high school receives Title III funds; and
- ▶ in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child.



# ESSA-Funded Program: Written Complaint Procedures

- ▶ The Horseheads Central School District has developed Written Complaint Procedures that are available to parents upon request.
- ▶ The district's Written Complaint Policy is also available online and can be viewed on the district website at: [HCSD Written Complaints](#)
- ▶ The NYS Department of Education and the U.S. Department of Education have similar Written Complaint Policies and Procedures.
- ▶ Additional information is available online at <http://www.nysed.gov/essa/new-york-state-essa-funded-programs-complaint-procedures>

# Question 1:

## What are Response to Intervention Services?

- ▶ Response to Intervention services are provided to students who did not meet, or are at risk of not meeting, the proficient performance levels on state and local assessments.
- ▶ RtI services can be provided in the following areas:
  - ▶ English Language Arts
  - ▶ Math
- ▶ Schools must notify parents about.....
  - ▶ the type and intensity of services provided
  - ▶ why their child will receive services
  - ▶ why and when services have concluded.



# Question 2:

## How do you qualify for RTI?

Multiple measures:

- ▶ AIMSweb+ data (universal screeners)
  - ▶ ELA and Math
- ▶ District Common Assessments
- ▶ Running records
- ▶ Grade level appropriate measures
- ▶ Performance on classwork
- ▶ State test results (once available)



# Question 3:

## What Does Rtl look like?

- ▶ Tier One
  - ▶ general education classroom instruction- all students
- ▶ Tier Two
  - ▶ Students that have been identified as needing extra support
  - ▶ group size of 4-6 students
  - ▶ Typically use a more intense intervention program

# Question 4: What is Leveled Literacy Intervention (LLI)?

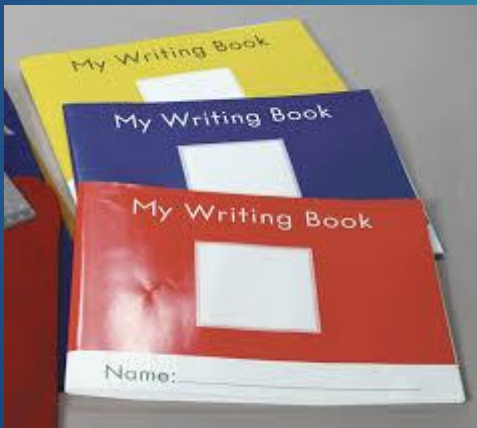
- ▶ Small group instruction (4-6 students) for Tier 2 and Tier 3 intervention.
- ▶ Supplements classroom instruction
- ▶ Designed to help children who need support to meet grade level expectations.

Fountas & Pinnell  
Leveled Literacy  
Intervention



# QUESTION 5: What TEACHING OCCURS WITHIN A LEVELED Literacy Intervention lesson?

- ▶ Reading-books are at students' *instructional level* (challenging but manageable text) and *independent level* (text that a student can read with a high degree of accuracy)
- ▶ Comprehension
- ▶ Fluency



# Question 6: What is 95% Phonics?

Small group explicit phonemic awareness and phonics instruction.

Focuses on :

- **Phonological Awareness** which focuses on students' ability to hear individual sounds and syllables.
- **Decoding**-alphabetic principle and sound spelling relationship
- **Sight Recognition** of familiar words

# Question 6: What Teaching Occurs Within a Math RtI Intervention lesson?



- Math skills introduced in the classroom are reinforced and practiced during the RtI math time (push-in and pull out)
- The interventionist uses the GoMath re-teaching curriculum to reinforce topics
- Fact Fluency, Number Sense
- Concepts and Applications (word problems)



# QUESTION 7:

## What is the role of the **teacher**?

- ▶ Encourage and monitor student growth and learning.
- ▶ Diagnose student strengths and weaknesses – build on student strengths.
- ▶ Provide research based intervention to address students needs (LLI/GoMath/95% Phonics).
- ▶ Maintain communication with classroom teacher and parents.
- ▶ Adjust students learning as needed.
- ▶ Provide useful information to parents.

# Question 8:

## What is the role of a **parent**?

- Encourage child in being responsible for own learning.
- Be supportive and positive.
- Have your child read at home 10-20 minutes daily.
- Have your child practice math facts.
- Check over your child's homework assignments.
- Assess your child's understanding of skills/concepts.
- Communicate often with the teacher and RtI provider.
- Have your child incorporate reading, writing and math skills into your daily tasks.

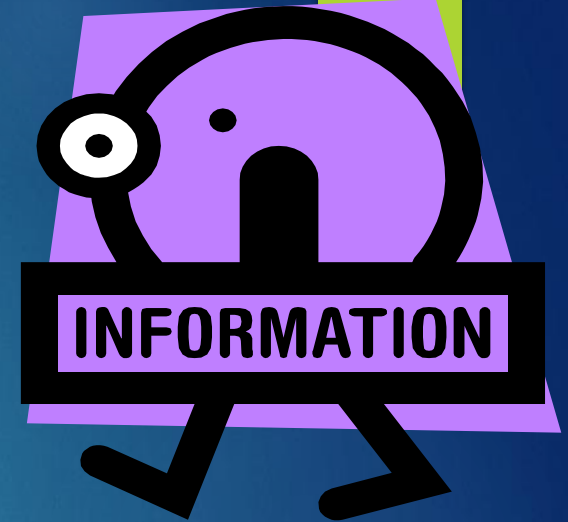
# Question 9:

## What is the role of a **student**?

- ▶ Be responsible and proactive for own learning.
- ▶ Work cooperatively with teacher.
- ▶ Try their hardest.
- ▶ Do quality work.
- ▶ Ask questions if you don't understand.

# Where can I find additional resources?

- ▶ Talk with your building principal.
- ▶ Information Resources for New York State Parents  
<http://usny.nysed.gov/parents>
- ▶ New York State Department of Education's NCLB Website  
<http://www.p12.nysed.gov/nclb/parents>
- ▶ U.S. Department of Education's Parent Information Website <http://www2.ed.gov/parents/landing.jhtml>



# Continuing our Conversation

- ▶ Mrs. Miley - Room 300
  - ▶ [rmiley@horseheadsdistrict.com](mailto:rmiley@horseheadsdistrict.com)
- ▶ Mrs. Scanlon – Room 300
  - ▶ [bscanlon@horseheadsdistrict.com](mailto:bscanlon@horseheadsdistrict.com)
- ▶ Mr. Patterson – Principal
  - ▶ [ppatterson@horseheadsdistrict.com](mailto:ppatterson@horseheadsdistrict.com)

607-739-6347

