

Title I Bourne Elementary Schools

October 24, 2018
Parent Informational Meeting
Director- Ms. Melissa Ryan
Assistant Superintendent for Learning and
Teaching

Agenda

- Welcome and introductions
- Review of Title 1 Targeted Assistance Program
- Questions and answers
- What should we know about your child?
- Feedback on DRAFT Elementary Title 1 Parental Involvement Plan

Our mission

- ◉ *The Bourne Public Schools is committed to connecting individuals to their growth potential; engaging the community in ways to facilitate student achievement; guaranteeing a relevant, viable curriculum for students; and assuring universal accountability that supports the maximum academic potential and civic success of all students."*

One community, one common educational experience.

Bourne to Be...

- ◉ Respectful
- ◉ Responsible
- ◉ Safe

#B2B

Bourne Elementary School Title One Staff

- Principal Janey Norton-PES
- Principal Elizabeth Carpenito-BES
 - › Teacher - Kathy Aftosmes
 - › Teacher - Julie Rigo-Vogel
 - › Assistant- Heather Donovan
 - › Assistant - Pat Coady

What is Title I?

- A federally funded program, first signed into law by President Johnson in 1964, (ESEA), designed to ensure equity in educational resources and opportunities for all children regardless of economic status, and for all children to reach proficiency, at minimum, in mastering Massachusetts State Frameworks for their grade level. Funds available to private schools.
- Serves all fifty states; funds are distributed according to census data and low-income percentages in towns/cities.

Bourne Title I Programming

Objective: Achieving grade level proficiency in ELA through Targeted Assistance

- Ongoing reassessment and monitoring to ensure all students are making academic progress.
- A three tier approach- a single dose (classroom), a double dose (in our out of classroom), and a triple dose of instruction, depending on need.
- Focused Tier 2 reading instruction that supports the Massachusetts State Frameworks.

Key Characteristics of Title I Instruction

- Students receive assistance as needed, often in small groups. This is in addition to instruction received in the students' classrooms.
- Consistent communication between classroom teachers, Title I teachers, and parents.
- Students may move in and out of Title I services depending on progress and needs.

Elementary Support Programs and Resources

- ◉ Lexia Reading Core5: Interactive web based reading instruction K-2
 - Supports reading skill development in a structured & sequential format
 - Provides intensive time on task through explicit instruction & focused activities
 - Targets differentiated practice in essential reading skills with immediate corrective feedback
 - Delivered in the classroom by the teacher and supported by Title I interventionists

Elementary Support Programs and Resources

- ERI: Early Reading Intervention - Grade K
Explicit and systematic instruction in phonological awareness and alphabetic understanding
 - Focused instruction in learning letters and sounds
 - Practice segmenting and blending sounds
 - Building fluency of identifying letter names and letter sounds
 - Writing letters that correspond to the letter sounds they have learned
 - Progress toward using letters & letter sounds to spell words
 - Ongoing progress monitoring of targeted skills
 - Delivered in a small group format by Title I Interventionists

Elementary Support Programs and Resources

- ◉ Read Naturally/Read Live: Fluency with understanding
 - Improves fluency and comprehension through a structured multi-step format
 - Includes teacher modeling, repeated readings & progress monitoring
 - Engages struggling readers in nonfiction high interest stories
 - Accelerates reading achievement through individualized independent practice
 - Supports student engagement and independence

Elementary Support Programs and Resources

- Project Read: Multi-sensory phonics program in grades K, 1, 2 & 3
 - Supports Project Read instruction delivered by the classroom teacher
 - Provides instruction and added guided practice in essential pre-reading and reading skills
 - Follows Project Read Scope and Sequence
 - Includes application of skills in reading decodable & leveled texts
 - Delivered by classroom teacher and supported by Title I Interventionists in a small group format

Elementary Support Programs and Resources

- ◉ Reading Support Grades 3
 - Provide guided practice in comprehension skills, strategies and vocabulary instruction through leveled reading groups that supports classroom instruction
 - Provide phonics instruction as needed through review of project read lessons to support and improve decoding skills
 - Guide student's reading fluency and understanding through the Read Naturally/Read Live Program
 - Target instruction through differentiated and individualized practice
 - Delivered by Title I Interventionists in small group format

Elementary Support Programs and Resources

- Grades 1-4
- Multisensory direct and systematic writing instruction through the Self Regulated Strategy Development writing approach
- Directed Empowering Writers' mini-lessons which target specific writing skills

Who qualifies for services?

- Any Peebles or Bournedale Elementary student in need of additional academic assistance to achieve at grade level in ELA in grades K through 3
- Multiple criteria are used to determine qualification including DIBELS Next results, grade level assessments, student work, and teacher recommendations

Title Qualifying Criteria for Reading

- Gr. K Reading: Students not benchmarking in LNF
(letter naming fluency)
Not benchmarking in FSF
(first sound fluency)
Teacher input & recommendation
- Gr. 1 Reading: Students not benchmarking in TELS
(Tests of Early Literacy)
Guided Reading Level below C
Teacher Input & recommendation
- Gr. 2 Reading: Students not benchmarking in ORF
(oral reading fluency)
Guided Reading Level H or below
Teacher Input & recommendation
- Gr.3 Reading: Students not benchmarking in ORF
(oral reading fluency)
Guided Reading Level L or below
Teacher Input & recommendation

Parents Are Our Partners

- Parents/guardians assist in developing and updating a district-level parent/guardian involvement policy
- Parents/guardians enter into a compact with the school and their children to ensure we all work together for the common goal of academic proficiency for our children
- Parents/guardians assist in planning literacy events for families in our schools

Suggestions for Parent Involvement

- Read with your child every day.
- Communicate with your child's teachers.
- Make everyday activities learning opportunities
-reading to a younger sibling, helping to write a grocery list, finding items in the grocery store, reading street signs, reading recipes when cooking or baking...
- Help your child see the value of education and putting forth her/his best effort.
- Volunteer in your child's school.

Parents are Partners

- For further information:

<http://www2.ed.gov/programs/titleiparta/index.html>

<http://www.doe.mass.edu/federalgrants/titlei-a/>

What should we know about your child?

- Using the notecard provided, please let us know what we should know about your child as a reader and writer. This information will assist us in providing the best assistance that we can.

DRAFT-Elementary School Title 1 Parent Involvement Plan 2018-2019

The staff at Peebles Elementary School and Bourndale Elementary School is cognizant of the importance of parental support in the education of our students. As such, we recognize the need to partner with our parents and will actively solicit and encourage parents to be an integral part of the total education process.

How are parents involved at PES & BES?

- Parent Teacher Conferences: Parents and teachers meet at predetermined intervals or impromptu as the need arises. In these meetings, discussion around student progress are the main focus.
- Home/School Compacts: Parents, student, and schools develop agreements defining goals, expectations, and shared responsibilities.
- Title 1 Family Night: Plans are made annually to hold family nights that make learning and application of new skills fun for everyone. Parents are invited to join the planning process as they evaluate current programs and plan for the next school year.
- School Council: The PES and BES school councils have a balance of community members, parents, and educators from each school. The primary responsibility is to annually update the school improvement plan based on student performance and need. In addition, the school council is an advisory to the school principal on the matter of budget.
- PTA: The district PTA has building liaisons who work directly with the staff at PES and BES. Through their involvement, enrichment activities are scheduled throughout the school year which enhance and support the curriculum.

DRAFT-Elementary School Title 1 Parent Involvement Plan 2018-2019

How do parents communicate at PES & BES?

- Parent/teacher conferences
- Back to School Night
- Our website www.bourneps.org, which contains news and links to newsletters and other sites of educational interest
- E-News: Parents are encouraged to sign up on our website to receive pertinent information regarding PES and BES, the district, and community information
- E-mail: All staff at PES and BES have an email account and parents are encouraged to use this electronic communication to remain connected to their child's teacher
- Phone: We encourage parents to call us when they have a question or concern

What are our goals for the 2018-2019 school year?

- To continue to improve the delivery of services to our students
- To improve student performance as measured by Dibels, MCAS, and district and school developed assessments
- To ensure a positive working relationship between staff and parents
- To ensure a variety of communication systems between school and home

Contact Information

Teacher Kathy Aftosmes

508.759.0680

kaftosmes@bourneps.org

Teacher Julie Rigo-Vogel

508.759.0680

jrigo-vogel@bourneps.org

Principal Janey Norton

508.759.0680

jnorton@bourneps.org

Principal Elizabeth Carpenito

508.759.0680

ecarpenito@bourneps.org

Melissa Ryan, Assistant
Superintendent

508.759.0660 ext 6023

mryan@bourneps.org

PTA Contact Information

PES - Kristen Tarantino

BES - Emily Hogan

Thank you for your attention.

- Questions?