

Parent & Family Engagement for Title I

October 22, 2018



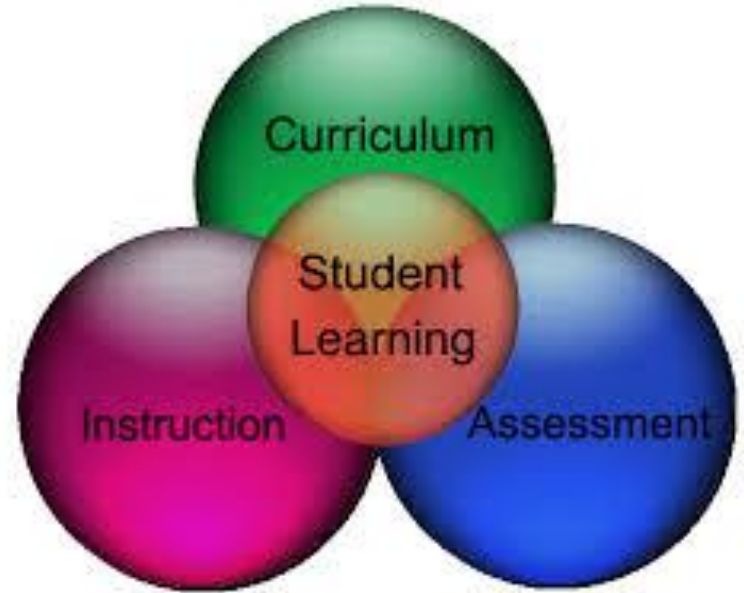
Purpose

- Title I of ESSA (Every Student Succeeds Act) provides financial assistance to school districts with higher percentages of free/reduced lunch to ensure students meet challenging state standards
- The policy of the Board of Education is to provide parents and family members of students participating in Title I programs meaningful opportunities to participate in the education of their child
- Per our drafted district policy, we want to explain:
 - Our curriculum
 - Assessments we administer to monitor learning
 - Proficiency levels expected
 - Title I programs
 - Parental involvement opportunities



Curriculum

- Our curriculum is created and aligned to national/state standards or frameworks, and is anchored in research & best practice
- The goal is to provide opportunities for students to grow in content as well as global thinking skills: critical thinking, communication, and creativity & innovation
- Teacher feedback and reflection, along with student data and research drive curriculum updates
- [Parents' Guide to Student Success](#)



Assessments

- Bethel uses a combination of standard and nonstandard measures to monitor our impact on students' learning
- Teachers create curriculum-based measures to assess students' mastery of the standards
- Our teachers also use standardized measures, such as Measures of Academic Progress (MAP) and PSAT to assess student learning and growth
- State Assessments include:
 - Smarter Balanced (Grades 3-8)
 - Next Generation Science Standards~NGSS~(Grades 5, 8, & 11)
 - SAT (Grade 11)
- [Parent Assessment Event Toolkit](#)



Standardized Assessments & Proficiency Levels

NWEA Measures of Academic Progress (MAP)

- Adaptive tests that measure basic skills in English language arts and mathematics
- Administered Grades K-8
- Goal for Achievement Level- 61st %ile

Visit: <https://www.nwea.org/parent-toolkit/>

Smarter Balanced Assessment

- Aligned to Common Core State Standards and are used to assess students application and mastery of skills in English language arts/literacy and mathematics
- Administered Grades 3-8
- [Achievement Levels](#): Levels 1-4 (Goal is Level 3)

Visit: <https://ct.portal.airast.org/>

Standardized Assessments & Proficiency Levels (continued)

PSAT & SAT

- Measures college and career readiness in reading (embedded history & science), writing, math
- Administered in Grade 9-11
- [200-800 scale \(Evidence-Based Reading & Writing- 480; Math- 530\)](#)

Visit:

<https://collegereadiness.collegeboard.org/sat>

Next Generation Science Standards (NGSS)

- Analysis and interpretation of data, critical thinking, and problem solving
- Administered in Grades 5, 8, & 11
- Field Test 2018

Visit: <https://ct.portal.airast.org/>

<http://www.nextgenscience.org/parentguides>

Curriculum-Based Measures

- Teacher-created assessments
- Quizzes
- End of unit tests
- Writing pieces
- Daily student work

End-of-Unit Assessment Task

3. Solve the problem. Record how you solved it and then doublecheck your answer.

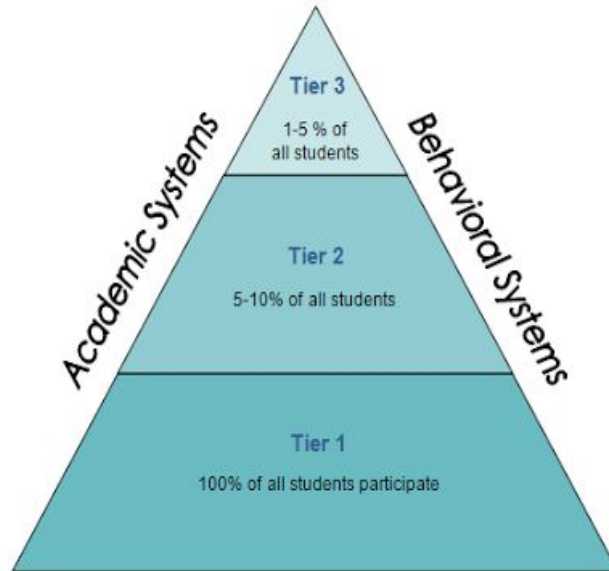
I have \$3.00 to spend at the snack shop. I buy a bag of chips for \$1.50, a bottle of juice for \$0.79, and an apple for \$0.30. How much money do I have left?

$\begin{array}{r} \$1.50 \\ + 0.79 \\ + 0.30 \\ \hline \$2.59 \end{array}$	$\begin{array}{r} 3.00 \\ - 2.59 \\ \hline 0.41 \text{ left} \end{array}$	$\begin{array}{r} 3.00 \\ + 0.79 \\ + 0.30 \\ \hline 4.09 \text{ in total} \end{array}$
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I did + first because I didn't want to do $\frac{3}{3}00$ do the problem that way. So I added $\frac{1}{1}50$ then subtracted my answer from 300. I know to subtract because it said "How much money do I have left?"

Scientific Research-Based Interventions (SRBI)

- The SRBI framework has three "tiers." Each tier provides specific types and degrees of student support within the school setting.



Additional Support Through Intervention

Goal~ Close gaps in learning and move closer to grade level standards

- Trained literacy and math specialists work collaboratively with core teachers
 - Interventionists also work with our students under the direction of our specialists
- Pull out model at the elementary level
- Classroom model at the secondary level
- Targeted instruction based on specific needs and aligned to standards
- Progress monitoring- biweekly
- Monitor learning and adjust instruction as needed
- Communication with parents



School Compacts

- [School Compacts](#) provide information related to:
 - district and school goals
 - ways to partner with the school
 - resources to support learning
 - events offered by the school
 - communication strategies
- All compacts are posted on our district's website



Home-School Connection



Your help is needed.

- Ask your child about what he/she is learning
- Monitor attendance
- Participate in school & classroom activities (i.e. Open House, conferences...)
- Communicate with your child's teachers
- Support homework
- Participate in [Parent University](#) & district events

Survey & Questions

If you have any questions regarding our district's drafted Parent & Family Engagement for Title I policy, please contact:

Dr. Kristen Brooks
Assistant Superintendent
brooksk@bethel.k12.ct.us

203-794-8613

