

**WELCOME TO VINTON**

**Title 1 Parent  
Meeting  
2017-2018**

# WHAT IS TITLE 1?



Federal funding for low achieving students targeted to high poverty schools

Title 1 provides extra academic support and learning opportunities for children who are failing, or most at-risk of failing state and local standards

Provides additional resources to close the gap between advantaged and disadvantaged children

Part of NCLB; which emphasizes the importance of teacher quality, student achievement, and parental involvement.

# WHO CAN BE SERVED?

Migrant Children

Limited English Proficient Children

Children who are homeless

Children with disabilities

Any child in academic need



# SCHOOL-WIDE TITLE 1

Title 1 money is used to upgrade the entire educational program while also providing additional assistance to the most at-risk students. Supplies and equipment purchased with Title 1 funding can be used with all students.

Must have at least 40% poverty within school to qualify

## What Vinton does with the extra support...

- ✓ Title 1 Binders/Folders
- ✓ Supplies/Apps/Programs
- ✓ Take home baggies at the end of each year
- ✓ Interventionist
- ✓ Family nights



# HOW *WE* SERVE STUDENTS

- ✓ Extra assistance in the classroom with the help of Intervention Assistants
- ✓ Small groups (based on 3-week assessments over grade level standards) for both Reading and Math (STAR)
- ✓ LLI (Leveled Literacy Intervention) program for struggling readers in grades K-3, Optimize, **Michael Heggerty, and Read Live**
- ✓ Constant progress monitoring using DIBELS, mClass, **NWEA**, Accelerated Reading and Math, STAR testing, 3-week assessment calendars



# PARENT INVOLVEMENT

GET  
INVOLVED!

School Improvement Committee

Volunteering at Family Nights (Math night, Reading night, Game night, and Movie Night) or attending family nights

Volunteering in the School Library

Volunteering in your child's classroom

Coming to Open Houses, Conference, Teacher Meetings

Visiting our school website, PowerSchool, follow us on Facebook

Volunteering at the Book Fair

**Participating in our Title 1 monthly "Recipes for Success"**

Joining SHiP (School/Home in Partnership)

Come to MOM's and DAD's Club Breakfasts

# Recipes for Success

Practical Activities to Help Your Child Succeed

Vinton Elementary School  
Title I Parent Involvement

SEPTEMBER 2017

## READING

### Stage a puppet show

Using puppets to act out a story is a creative way to stretch your youngster's reading comprehension and oral language skills.

**Ingredients:** book, markers, craft supplies, old socks, large cardboard box

First, ask your child to pick a story. Read it together until she knows the plot well. Next, help her make puppets and a stage. For the characters, she can draw eyes with markers on socks and glue on yarn for hair or fur. A big cardboard box with a window cut out of it, or a table with a sheet draped over it, will make a great puppet theater.

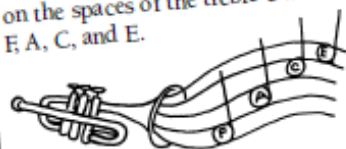


Then, have your youngster rehearse, rereading the story as she practices. Finally, gather an audience, and let the show begin!



## MEMORY

Mnemonics help cement facts in your child's mind. How many can he come up with? To remember when to use *principal* or *principle*, he might say the school principal is his pal. "FACE" could remind him that the musical notes on the spaces of the treble clef are F, A, C, and E.



## SEQUENCING

Look at family photos with your youngster. See if she can put them in order from longest ago to most recent. Ask questions to help her decide. ("Was your brother's birthday before or after our summer picnic?") **Idea:** Have her arrange the pictures in a photo album and write a caption for each one.



## SCIENCE

### Thumbs up

What would life be like without *opposable thumbs*? After all, most animals don't have thumbs that can touch their other fingers and easily grasp objects like ours do.

**Ingredients:** paper, pencil

Help your youngster list 10 everyday activities he does with his hands (opening doors, eating with a fork, typing). On another sheet of paper, he can make three columns labeled "Easy," "Hard," and "Impossible."

Next, let him try each activity without using his thumbs and rate it. For instance, he could put waving hello in the "Easy" column, tying shoes in the "Hard" column, and buttoning a shirt in the "Impossible" column.

## Refrigerator Poster

Just hang your *Recipes* poster on the refrigerator and sneak in an activity when you have a few minutes. These fun activities will help develop school success and positive behavior. Check off each box as you complete the "recipe."



## MATH

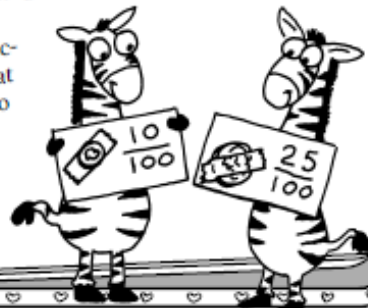
### Fractions of money

Pocket change can help your child learn to add fractions.

**Ingredients:** coins (at least one penny, nickel, dime, and quarter), tape, index cards, pencils, paper

Have your youngster tape each coin to a separate index card. Next to the coin, she should write the fraction of a dollar that the coin represents (penny =  $\frac{1}{100}$ , nickel =  $\frac{5}{100}$ , dime =  $\frac{10}{100}$ , quarter =  $\frac{25}{100}$ ). Stack the cards facedown. Give each person pencil and paper for scoring. Players take turns drawing a card, adding the fraction to their score, and putting the card at the bottom of the pile. The first person to reach or go over  $\frac{100}{100}$  (\$1.00) wins.

**Example:** If a player draws a penny ( $\frac{1}{100}$ ) and then a quarter ( $\frac{25}{100}$ ), her score is  $\frac{26}{100}$  ( $\frac{1}{100} + \frac{25}{100}$ ).



# Recipes for Success

Practical Activities to Help Your Child Succeed

SEPTEMBER 2017

## Character Corner

### FRIENDLINESS

Help your youngster practice ways to make friends. Together, brainstorm three things to do when she meets someone new. She might introduce herself, invite the other child to play, or offer to share a favorite book.



### CITIZENSHIP

Good citizens take care of their homes and communities. Discuss ways to do your part. For instance, raking leaves keeps them from blowing into neighbors' yards, and returning library books means others can read them.



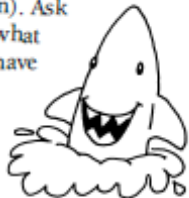
### EMPATHY

Find everyday opportunities to teach your child empathy. Ask how he would feel if he were being teased or if he got a paper cut. Then, encourage him to think of a way to make a friend or sibling in that situation feel better (stick up for his friend, get a bandage).



### LOGIC

Sharpen your youngster's thinking skills with this contest. Name three objects that have something in common (comb, shark, person). Ask your child to guess what they share (they all have teeth). Then, switch roles, and she can come up with three objects for you.



### GEOGRAPHY

Encourage your child to find the names of places on a globe or world map with this challenge. List 10 things to locate (a sea, the word north), and give each person a copy. See who can check off the most places.



### WRITING

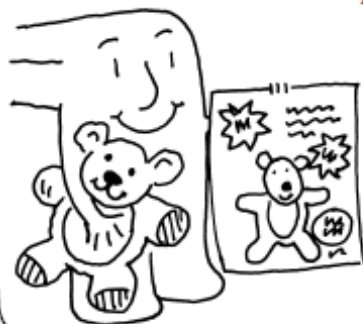
#### Words that persuade

"Toys for sale!" Let your child practice persuasive writing by creating an advertisement for a favorite toy.

**Ingredients:** magazines, pencil, paper, crayons

With your youngster, look through magazines for ads that catch his attention. Ask him which words and phrases might persuade readers to buy the products. **Examples:** "Provides hours of fun play" or "Recommended by more dentists!"

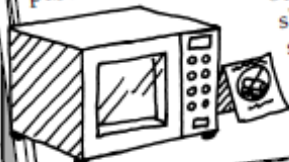
Then, suggest that he write an ad of his own. Maybe he'll advertise "The fastest truck in the toy box" or "The softest teddy bear you can find." Encourage him to illustrate his ad—pictures can help persuade, too!



### SAFETY

Talk with your child about ways for her to stay safe in the kitchen, and come up with rules ("Use the stove only with an adult," "Don't put aluminum foil in the microwave").

Suggest that she make safety signs to display.



## Congratulations!

We finished \_\_\_\_\_ activities together on this poster.

Signed (parent or adult family member)

Signed (child)

### DIVISION

Have your youngster turn a sheet of paper into a baseball diamond, coloring the corners for home plate and three bases. Let him put a token "at bat" while you call out a division problem ( $36 \div 4$ ). For each correct answer (9), he moves the token to the next base. When he has scored three runs, trade roles.

$$64 \div 8$$



# PARENT INVOLVEMENT POLICY

Is a compiled list of information that Title 1 is required to do within Vinton.



## Title I Parent Involvement Policy: Vinton 2016-2017

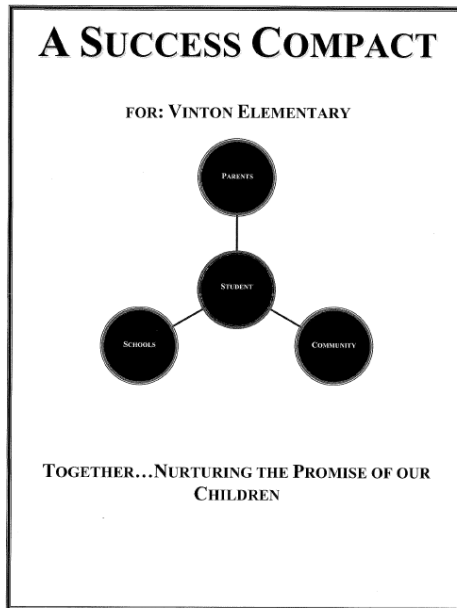


At Vinton elementary school we encourage parents to be involved in the education of their children. As a school-wide Title I program, we have specific parent involvement requirements that we must meet. In accordance with our philosophy of reaching out to parents as educational partners, Vinton's staff is committed to the following Title I parent involvement policy guidelines.

Title I legislation requires us to:	Vinton's staff will facilitate home-school connections by:
<p>Convene an annual parent meeting held at multiple times convenient to parents to inform parents of their school's participation in Title I Part A, describe the program and explain the rights of parents to be involved.</p>	<ul style="list-style-type: none"> <li>• Inviting parents to a meeting at the beginning of the school year to cover Title 1 information. Topics covered will include:               <ul style="list-style-type: none"> <li>○ explanation of the Title I program, its requirements, and the rights of parents to be involved</li> <li>○ discussion of ways that parents can be involved in program improvement (e.g., serving on the School Improvement Plan Committee, organizing/attending family-school events, volunteering in classrooms, and being part of SHIP (School and Home in Partnership))</li> <li>○ review of our parent involvement policy and school-parent success compact – parental input requested</li> <li>○ description of the LSC Title I Written Complaint Policy for parents</li> </ul> </li> </ul>
<p>Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school programs and Allow parents the opportunity to comment on the School Improvement Plan when the school makes the plan available to the school district administration.</p>	<ul style="list-style-type: none"> <li>• Inviting parents' feedback on Title I programs during the annual Title I parent meeting</li> <li>• Encouraging parents to serve on the School Improvement Plan Committee</li> <li>• Sharing program improvement information with and gathering feedback from the School and Home in Partnership (SHIP)</li> <li>• Reviewing comments submitted via the LSC Title I Written Complaint procedure</li> </ul>
<p>Keep parents informed about Title I programs, curriculum, assessment, and expected achievement standards. If requested by parents, offer opportunities for parents to participate (as appropriate) in decisions related to their children's education.</p>	<ul style="list-style-type: none"> <li>• Using conferences, meetings, monthly newsletters, letters home, and electronic media (e.g., website, Facebook, Twitter, and Remind101), to keep parents informed about Title I programs, curriculum, assessment, and expected achievement standards.</li> <li>• Providing school/student profiles on assessments such as ISTEP+, MClass, DIBELS, LLI, IMAST, IREAD and Acuity (quarterly or annually as applicable) as well as classroom report cards every 9 weeks</li> <li>• Considering other suggestions for parent involvement upon request</li> </ul>
<p>Help parents understand state academic and assessment requirements, provide materials to help parents work with their children to improve achievement, coordinate parent involvement activities with local preschool programs, ensure that information is in a format and language understandable to parents (as practical), and respond to reasonable parent suggestions for other types of parent involvement support.</p>	<ul style="list-style-type: none"> <li>• Referring parents to learning resources that help parents support their child's learning (e.g., Indiana Partnerships Center @ <a href="http://www.fscp.org">www.fscp.org</a>)</li> <li>• Sending additional academic materials home (e.g., homework kits, weekly Title 1 Reading Logs and Math Activities)</li> <li>• Inviting parents from local preschools to kindergarten round-up in the spring to support the transition to kindergarten</li> <li>• Providing family-friendly written materials translated into Spanish (our school's most common second language) and providing a English-Spanish translator (on request) to facilitate conferences and phone conversations</li> <li>• Supporting parent involvement and education through the following activities: Book Fair, Family Nights, Parent-Teacher Conferences, Open Houses, and SHIP meetings</li> </ul>
<p>Educate teachers (with parent input) about the value of parent contributions, effective communications with parents, working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school.</p>	<ul style="list-style-type: none"> <li>• Engaging in ongoing study of research-based, effective home-school collaboration strategies</li> <li>• Participating in conferences and meetings with parents</li> </ul>
<p>Include a School-Parent Compact</p>	<ul style="list-style-type: none"> <li>• Joining with parents and students in a Success Compact to support student success</li> </ul>

# SCHOOL-PARENT COMPACT

Given to parents at the beginning of each school year  
Must be signed and returned to have on file  
Corporation-wide compact (100% return rate)



*Our Mission*  
To inspire and empower all children to learn, hope, dream, contribute, excel, create, innovate, integrate, and appreciate.

*Our Compact*

*As a school community, we take responsibility for the success of our children by.....*

- nurturing our children's promise by providing opportunities for students to discover their talents
- delivering quality curriculum and instruction in a safe and supportive learning environment
- allocating available resources to maximize student learning
- establishing high expectations
- providing positive role models
- conducting annual parent-teacher conferences centered on student achievement and this compact
- inviting student, parent, and community participation in school activities and decisions-making

*As a student, I accept responsibility for my success by.....*

- completing all school work thoroughly and timely and asking for help when needed
- attending school each day on time prepared to learn
- reading for three or more hours each week
- taking advantage of opportunities to participate in clubs and activities
- respecting other people and property
- being honest and setting a positive example for my schoolmates
- resolving conflicts in a non-violent manner
- resisting negative peer pressure and making good choices
- committing to do my best

*As a parent, I share the responsibility for my child's success in school by.....*

- participating in decisions that affect my child's education
- attending parent/student/teacher conferences
- making sure my child attends school every day
- holding my child accountable
- providing time and an appropriate location for homework to be completed
- ensuring that my child gets adequate sleep, regular medical attention, and proper nutrition
- knowing the whereabouts of my child and monitoring behavior
- supporting the school's expectations and efforts
- working with the school (including volunteering) to support a high-quality educational experience
- maintaining my child's health and well being
- helping my child prepare for life after high school

*As a community, we take responsibility for the success of our children by.....*

- supporting our schools
- keeping our children safe
- providing role models and mentors
- providing opportunities for service learning and internships

Student \_\_\_\_\_ Parent \_\_\_\_\_ Teacher \_\_\_\_\_

*Cindy Preston* *Patricia Combs* *Tom Rowland*  
Principal Dilston Elementary Ed. Community Leader

# OUR STAFF

Jami Yuill- Title 1 Lead Teacher

[jlyuill@lsc.k12.in.us](mailto:jlyuill@lsc.k12.in.us)

Room 29



Kindergarten Interventionist – Ellen House, Candice Lee, Shelby Wagner

1<sup>st</sup> Grade Interventionist- Deb Gross, Laura Busekrus, Shelby Wagner

2<sup>nd</sup> Grade Interventionist- Jane Tolen, Meredith Veach

3<sup>rd</sup> Grade Interventionist- Debbie Hobaugh, Wendie Fishel

4<sup>th</sup> Grade Interventionist- Jill Riemsenschneider, Noemi Ybarra

RTI (Response To Intervention) Specialist- TBD

ELD (English Language Development)- Leslie Avila

# QUESTIONS

Please feel free to ask any questions you may have about our Title 1 programs here at Vinton and how your child is being serviced.

Check out our website for more information:

[http://vin.lsc.k12.in.us/resources/Title\\_i](http://vin.lsc.k12.in.us/resources/Title_i)

