

School–Wide Title I & Tier II/Tier III

Academic Support Parent Meeting



Dr. Isabel Resende— Federal Programs Coordinator/NASD Assistant Superintendent

Mr. William Mudlock— SES Principal

Mrs. Erin Kemmerer— SES Title I Reading Specialist

Mrs. Leslie Collins— SES/NAIS Title I Math Specialist

Ms. Caitlin Makoul—SES Title I Associate Teacher

October 27, 2021

Dr. Resende, Assistant Superintendent and Federal Programs Coordinator

- **School–Wide Program**
- **Student/Teacher/Parent Compact**
- **Shafer’s Parent Engagement Policy**
- **Right to Know Letter**

Title I School–Wide Program

Nation's largest federally funded education program

Shafer's 2021–2022 Title I School–wide Program is a K–4 service that provides additional academic reading support and learning opportunities for students. The program is intended to help ensure that all students meet state academic standards.

Funds Allocated to the NASD: \$435,000

Shafer Elementary School

Teacher/Student/Parent Compact 2021-2022

The Teacher Promise:

I understand the importance of the school experience for every student and my role as a facilitator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Teach all the necessary concepts to your children before regular homework is assigned.
- Strive to be aware of the individual needs of your children.
- Regularly communicate with you regarding your children's progress.
- Provide opportunities for group interaction.
- Provide an atmosphere that would promote risk taking and individual creativity.

The Student Promise:

I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

- Do quality classwork in a timely manner.
- Return completed homework on time.
- Arrive at school on time every day unless I am ill.
- Be responsible for my own behavior.
- Treat other students the way I would like to be treated.
- Work cooperatively in a group
- Stay on task and participate in class.
- Be open to new ideas and always try to do my best.

The Parent/Guardian Promise:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide an appropriate place for my child to study.
- Encourage and support my child in completing his/her homework.
- See to it that my child arrives at school on time every day.
- Spend at least 15 minutes per day reading with my child.
- Attend Parent Conferences.
- Be positive in my attitude towards school, teachers, and studies.



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY***Floyd R. Shafer Elementary School*****Purpose**

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by *Floyd R. Shafer Elementary School* in collaboration with and agreed to by parents/guardians, describes how parents/guardians will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents/guardians by detailing how the school will:

1. Involve parents/guardians in the planning, review and improvement of the school's Parent and Family Engagement Policy:

- ❖ Parents will be actively involved in the development/refining of a building's improvement plan by attending beginning, middle, and end of year Title I Planning meetings
- ❖ Provide parental involvement in the development and periodic review of all school plans including the parent engagement policy and compact by attending beginning, middle, and end of year Title I Planning meeting
- ❖ Provision of timely information concerning the Title I program including example program plans and evaluations.
- ❖ Soliciting parents'/guardians' suggestions in the planning, development and operation of the Title I program and parent compact

2. Convene an annual meeting, at a convenient time:

- ❖ To which all parents/guardians of participating children shall be invited, and encouraged to attend.
 - ❖ To inform parents/guardians of their school's participation as a Title I school; and
 - ❖ To explain the requirements and the rights of parents/guardians to be involved.
- ☐ Annual meetings held in October, February, and May
 - ☐ Parent Right to Know letter
 - ☐ Parent Compact



SHAFER ELEMENTARY SCHOOL



William S. Mudlock, Principal
49 S. Liberty Street
Nazareth, PA 18064
(610) 759-5228
(610) 759-2253 Fax
www.nazarethasd.k12.pa.us



August 31, 2021

Parent Right-to-Know Letter

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

Dear Parent(s)/Legal Guardian(s):

Your child attends Shafer Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Shafer Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact William Mudlock, Principal at Shafer Elementary at 610-759-5228 or email me at wmudlock@nazarethasd.org.

Sincerely,

William Mudlock

William Mudlock, Principal





Title I Use of Funds



- Instructional Programs
- In Class Support from Title I Staff
- Pull Out Support from Title I Staff
- Take-Home Resources
(Title I Lending Library)

Supporting Programs

- Professional Development
- Parent Involvement
(Evening Meetings/EOY Dinner)
- Parent-Teacher-Student Compact
- Materials/Supplies
- Technology
- Supplemental Educational Services

Response to Instruction and Intervention Model (RTII)

- RTII is a three–tiered instructional framework that begins with differentiating instruction in the general education classroom.
- Each Tier provides more intensive and supportive intervention outside of the classroom.

**What data is used to determine if a student
qualifies for extra support?**

STAR Assessment– Universal Screener

Classroom Assessments

Program Placement Tests

Teacher Input

SHAHER'S INTERVENTION PROGRAMS

Phonics for Reading: (K–2nd Grade) Focuses on beginning, middle and end sounds, blending and vocabulary.

Language for Learning: (K & 1st Gr.) Focuses on memory, following directions, vocab, oral language, oral comp.

Early Reading Inventory: (K & Early 1st Gr.) Focuses on letter naming, phonemic awareness , phonics and blending.

Foundations: (K & Early 1st Gr.) Focuses on letter naming, phonemic awareness and blending.

SRA Reading Mastery: (Grades 1–3) Teaches phonics in a visual/ortho–graphic approach.

Language for Thinking: (Grades 2–3) Teachers receptive and expressive language, auditory memory, following directions and listening.

Read Naturally: (Grades 1–4) Focuses on vocabulary, fluency and comprehension.

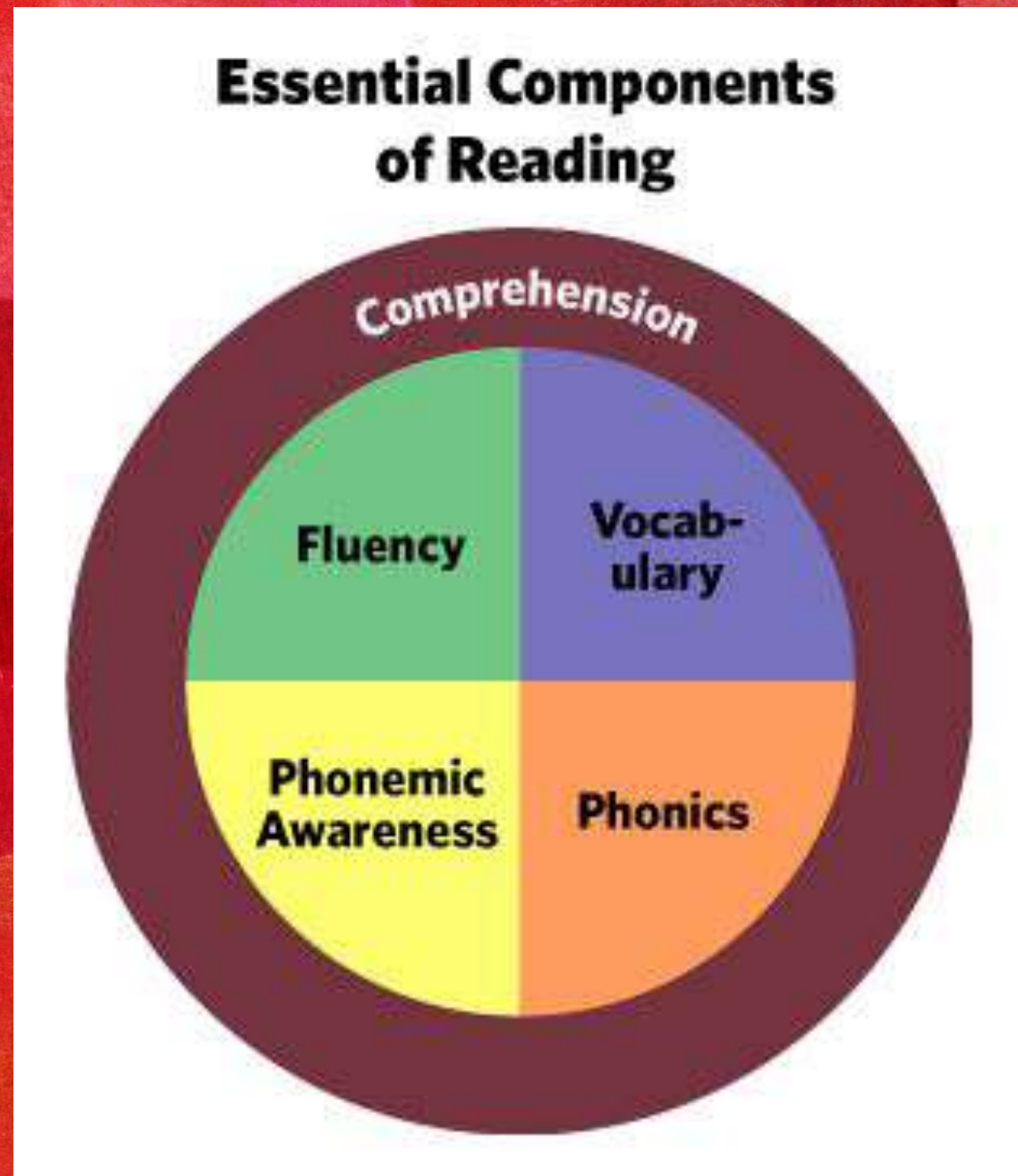
SHAFFER'S INTERVENTION PROGRAMS

Rewards: (Grades 3–4) Focuses on multisyllabic words, spelling, vocab, accuracy & fluency and comp.

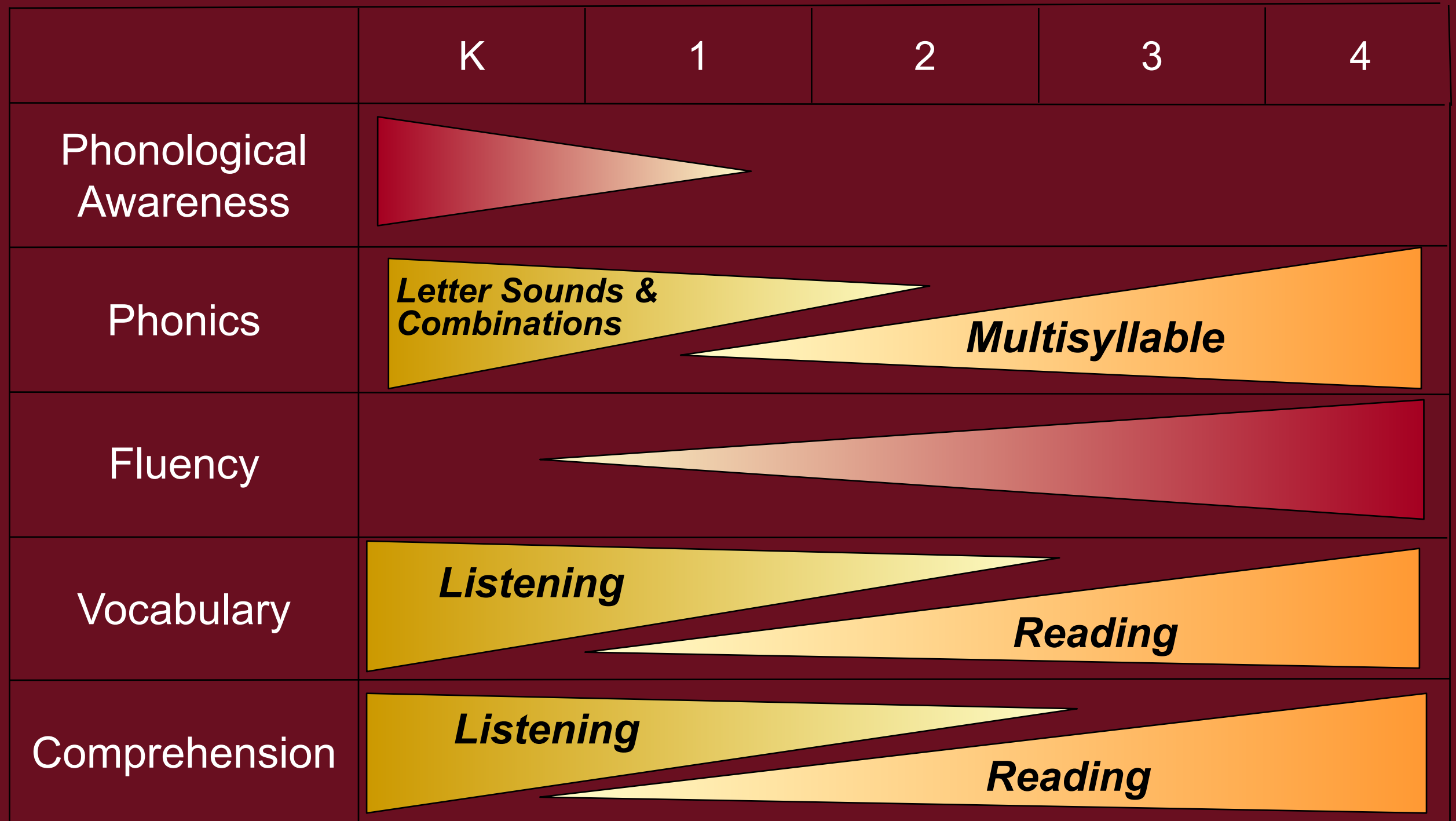
Comprehension Matters: (Grades 3–4) Program addresses comprehension strategies, answering multiple choice questions and short answer questions and grammar.

Math Diagnosis and Intervention System: (Grades 1–4) Program addresses number sense, place value, Money, Patterns, Basic Facts, Computation w/ whole numbers, Measurement, Geometry, Data analysis, probability and problem solving.

Five Essential Elements of Learning to Read



Changes in Emphasis of Big Five



Comprehension Strategy Skills

- Main Idea/Details
- Visualize/Analyze Character using Text Evidence
- Sequence Events
- Story Elements
- Make Connections/Inferences
- Summarize
- Make Predictions
- Compare/Contrast
- Identify Cause and Effect



Recommended Reading Websites

[Big Universe](#)

[PBSkids](#)

[Storyline Online](#)

[Starfall](#)

[ABCya](#)

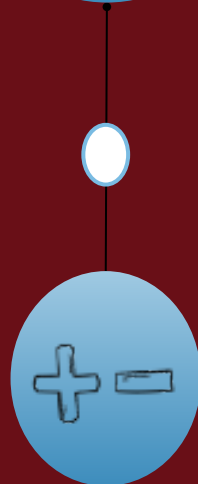
[Epic](#)

[Reading Rockets](#)

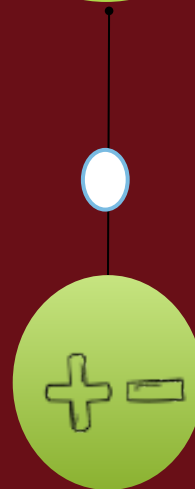
[Scholastic](#)

******Locate these resources on the Shafer Website**** :**
Main Office –Title 1 – Parent Resources

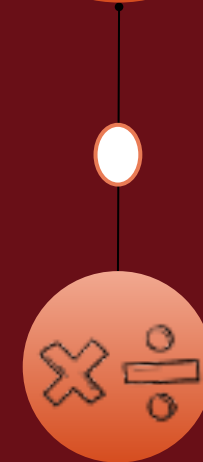
Main Focus of Math Concepts, Skills, and Problem Solving



- addition and subtraction
- 2-dimensional and 3-dimensional shapes
- place value
- time
- compare lengths



- addition and subtraction
- compose and decompose plane and solid figures
- place value
- time and money
- measure lengths
- interpret data



- multiplication and division
- classifying shapes based on lines and angles
- place value
- measurements and interpret data
- fractions

Recommended Math Resources

multiplication.com

Hoodamath

sheppardsoftware

Fun4thebrain

aaamath

ABCya

coolmath4kids

mathplayground

******Locate these resources on the Shafer Website**** :
Main Office –Title 1 – Parent Resources**



- The resource center has a large selection of parent materials that provides up-to-date information on topics that affect children and families.
- Title I parents are welcome to request a single copy of up to ten free booklets that might help them to discuss important issues with their children.
- Parents complete an order form and mail it to SPAC. They will fill the orders and mail them to parents individually.

