




Title I Annual Meeting

September 15th, 2022



Welcome!

What's happening at Wilson Elementary?

- Continued LIT (literacy intervention teacher) position to help kids read well by 3rd grade
 - New MIT (math intervention teacher) to service 3-5 students
 - 2nd year of Character Strong (SEL curriculum)
 - Playworks supporting SEL at recess for year 2
- 



What will we discuss?



Title I Funds

What are they and how are they used?



School Supports

Here's what your student learns at school.



Families

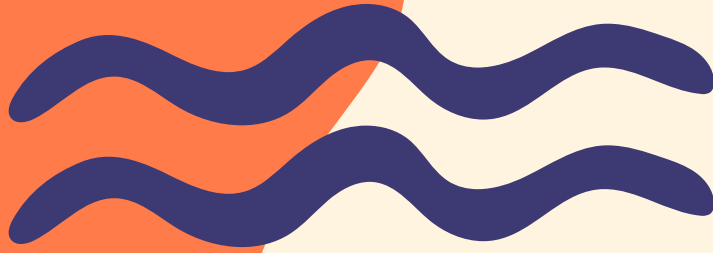
How you can benefit and give your input.



Resources

MN Dept of Education and Anoka-Hennepin resources for families





01

Title I Funds

Students

Title I

Families

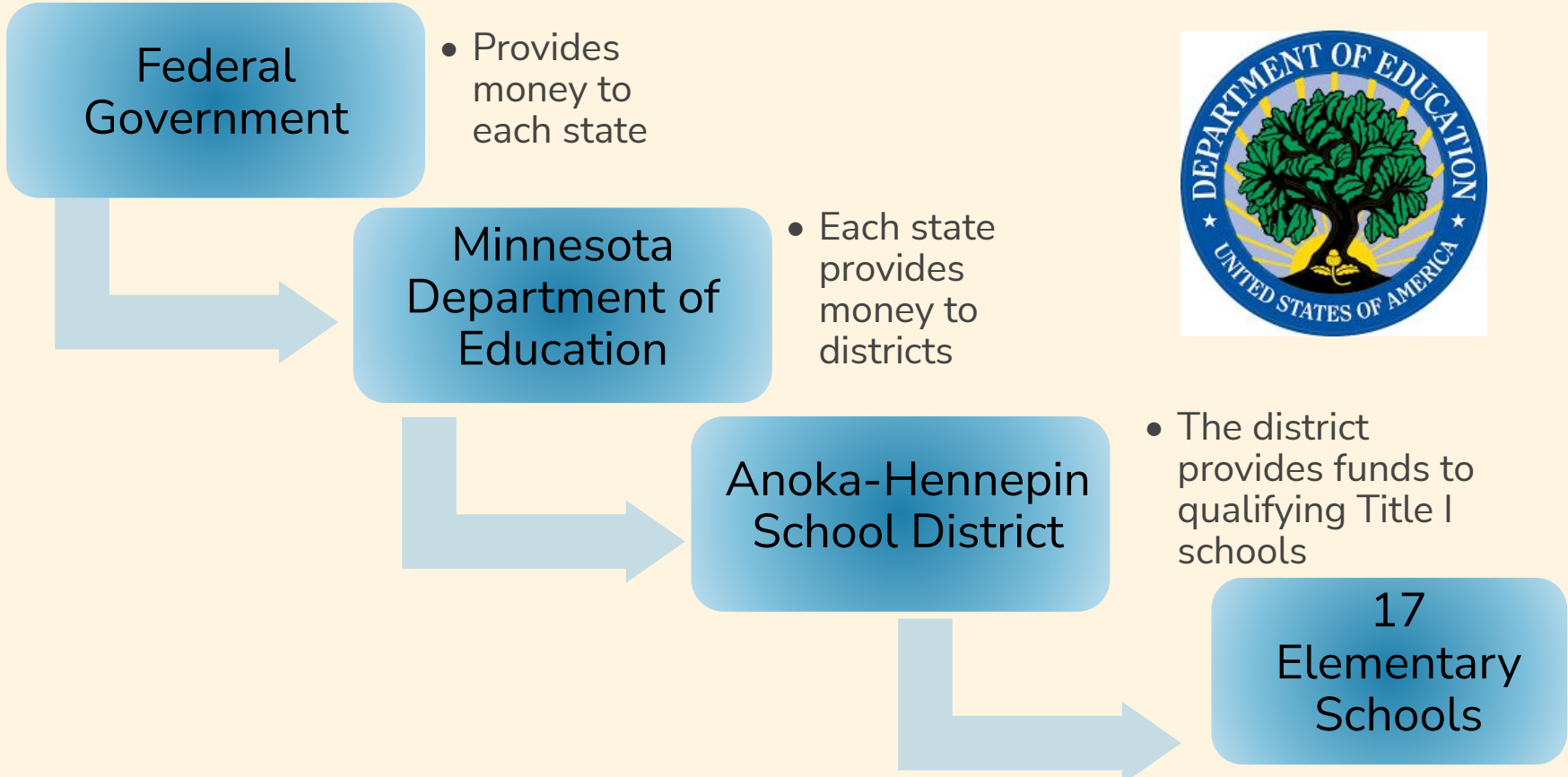
Title I is a federally funded program through the Every Student Succeeds Act (ESSA) designed to provide support to students who are performing below grade level in reading and/or math. The goal is to emphasize high academic standards in an effort to help students succeed in the regular classroom and reach grade level performance.



Achievement



Where do the funds come from?





How are Title I funds used at the district?



87%

Supplemental Programs
Intervention Teachers

2%

Family Engagement

4%

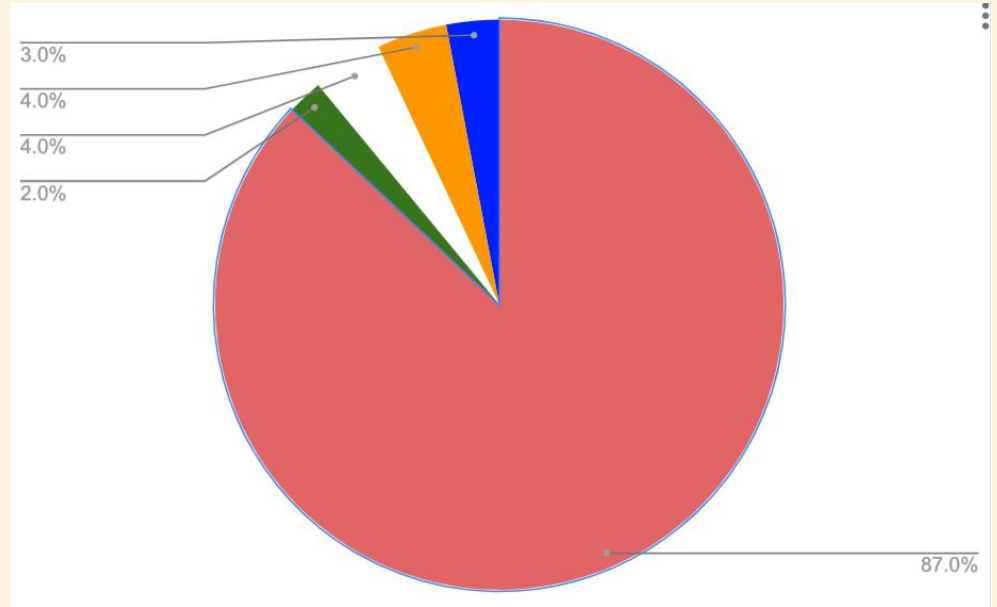
Schoolwide School
Improvement Efforts

4%

Administrative Costs

3%

District Homeless Services



How can Title I funds be used at our school?

INTERVENTIONS

To provide timely assistance to help students meet the State's challenging content standards



FAMILIES

To conduct learning activities for families

(At least 1% of our Title I budget is dedicated to family engagement)



SCHOOL IMPROVEMENT STRATEGIES

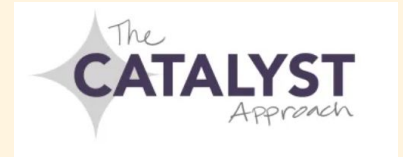
Resources/training to implement Title I Schoolwide school improvement strategies



Title II Funds

Another federal funding source used for staff development.

How is Anoka-Hennepin using Title II funds this year?



- Catalyst - engagement coaching
- Strategies for teachers to engage students and create positive behavior plans for students

Title I Schoolwide Plan


- ❖ An overview of the school
- ❖ A Comprehensive Needs Assessment
- ❖ Summary of assessments and surveys used to evaluate progress mid-year and at the end of the year
- ❖ Evidence-based school improvement strategies that address:
 - the learning needs of all students
 - increase the amount and quality of learning time
 - provide a well-rounded education
 - address the needs of low-achieving students
- ❖ Explanation of how families are informed and involved




Title I Schoolwide Plan



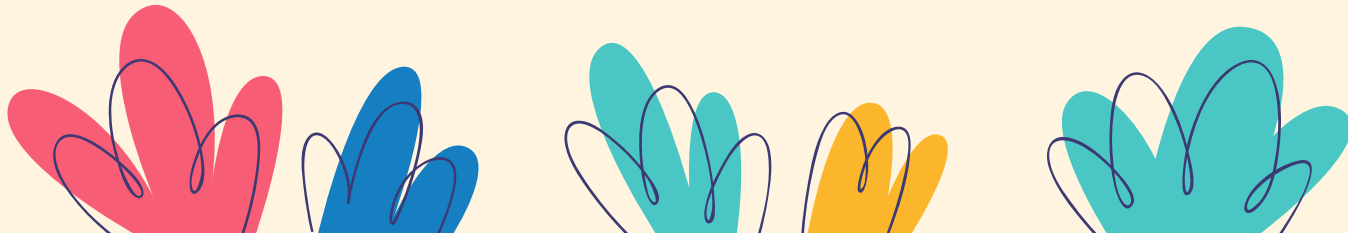
Focus areas identified at our school:

- ❖ Improve academic achievement in reading and math
 - ❖ Implementation of Character Strong social emotional learning curriculum
 - ❖ Increase student engagement and reduce the academic achievement gap through equitable measures
- 

School improvement strategies to raise achievement:

- ❖ Individualized small group instruction time in math and reading and set intervention time block
 - ❖ 2nd year Character Strong implementation
- 

Questions or Feedback?





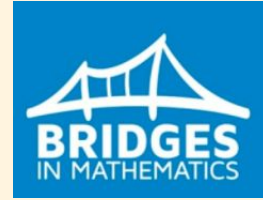
02

**School
Supports**

Math and Literacy Curriculum

Math:

Bridges in Mathematics



English Language Arts (ELA):

Reading Wonders



**All students in a Title I
Schoolwide building are
eligible to receive
supplemental support in
reading or math as
needed throughout the
year.**



Extra Supports

Assessments and student performance within the classroom determine who will be teaching the intervention or service:

- Classroom teacher
- Supplemental teacher
- Special Education
- English Learner teachers

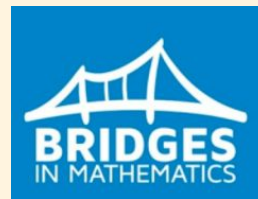
The length of the intervention and intensity of the intervention vary:

- Long term/short term
- Number of minutes
- Number of students in the small group

Wonders Literacy Supports



Bridges Math Interventions



Intervention Staff

Supplemental Teachers

- Ken Matlashewski
- Krissy Sterling
- Megan Stevens
- Kelly Voss



MATH SPECIALIST:

Angie Heltemes

LITERACY SPECIALIST:

Lisa Palmer



03

Parents and Families



TITLE I FAMILY-SCHOOL COMPACT



The Title I Family-School Compact is a written agreement that outlines and defines goals, expectations, and shared responsibilities of parents/guardians, students, and staff.

Talk with your child's classroom teacher at conferences about the compact and your child's needs.

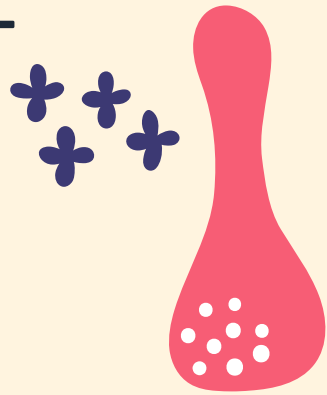
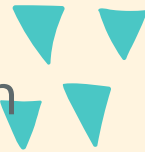


Ways to hear about your STUDENT'S PROGRESS

Student information and progress is shared with parents/guardians throughout the year.

- Trimester report cards
- Assessment results
- Parent/teacher conferences with
 - Classroom teacher
 - Supplemental, EL, Special Education teachers
- Progress notes from Supplemental teachers
- Teacher newsletters
- Student Folders

- Title I documents are under the “Support tab” on our website and available upon request
- PTO and/or Title I Parent Advisory Committee (PAC)
- Sign up for our principal’s E-newsletter
- Attend Parent/Teacher Conferences
- Social media



Ways to get involved



Volunteer in your child's classroom, at home, or on a field trip (when approved)



Join a school committee



Share a talent that would benefit our school

What is a Family Engagement Event?

- Learn how to help you child(ren) with learning at home
- Learn about the MN State Standards and how your child's achievement is measured and reported
- Connect and learn from others
- Find out more about what your child does at school
- Facilitate a love for learning in your family



Understanding your child's REPORT CARD For first grade

- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the second trimester
- Learning habit indicator descriptions

This official standards document contains the mathematics standards revised in 2007 and put into rule effective September 22, 2008.

The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. This document is grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks presented here describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels.

The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. Each strand has one or more standards, and the benchmarks for each standard are designated by a code. In reading the ending, please note that for 3.1.3.2, the first 3 refers to the third grade, the 1 refers to the Number and Operation strand, the next 3 refers to the third standard for that strand, and the 2 refers to the second benchmark for that standard.

Grade	Strand	Standard	Benchmark Code	Benchmark
3	Number and Operation	Understand meanings and uses of fractions in the real-world and	3.1.3.1	Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or 3.1.3.1 distances on a number line.

Minnesota Academic Standards English Language Arts K-12 2010

Title I Parent and Family Engagement Plan



Shows how family engagement funds may be used this year

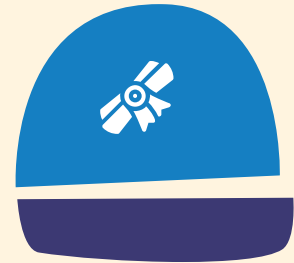


Your input is key



Possible expenses:

- **Snack/light dinner**
- **Presenter**
- **Materials**



Describes how the school and parents/guardians work in partnership

Proposed Title I Family Engagement Plan



Parent and Family Engagement Plan 20__-20__

INSERT SCHOOL LOGO or at end

Title I Parent and Family Engagement Budget:

\$

This Parent and Family Engagement Plan has been developed jointly and agreed upon with, parents/families of children participating in Title I program, as evidenced by meeting minutes and the following parent/family signatures:

Date

Signature of Title I School Principal:

Date:

Activity	Anticipated Month of Activity	All families or a specific group?	Who will be involved in planning & implementation?	How will this activity increase student achievement by equipping parents/families? Describe the link to the MN State Standards.	Estimated cost from Title I budget.
Title I Annual Meeting (required)		All			Food:
					Food: Materials: Other:
					Food: Materials: Other:

- Copies are available today
- Approval process
- Finalized plan will be posted in the Document Center on our school's website

Interpreters



Language Line

Great way for a teacher or staff member to explain a document



Interpreters for:

- Conferences
- School events

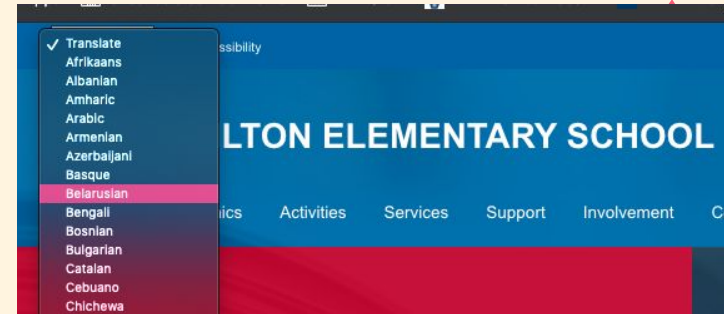


Translations

- Website
- Parent Handbooks



Please contact Emily Meland (EL Lead Teacher) if you need to arrange for any of these services.



Important Information



Translations

- Parent Handbooks

Navigation menu items: About Us, Academics, Activities, Services, Support, Involvement, Community Ed

Dropdown menu items: About our school, Specialty school info, Inclusion and diversity, School report card, Announcements, news, Back-to-school info, School Board, Policies, Enroll/register, Maps, Daily schedule, **Handbook/planner**, Document center

Preview: Districtwide policy handbook
LA-BENEFIS SCHOOLS
POLICY HANDBOOK
2022-23

2022-23 Policy handbook:

Translated versions coming soon...

- **Policy handbook [English]**
- Policy handbook [Spanish]
- Policy handbook [Vietnamese]
- Policy handbook [Hmong]
- Policy handbook [Russian]
- Policy handbook [Arabic]

Translations



Translations

- Website
- Title I Information
 - Family-School Compact

The screenshot shows a Google Translate interface. At the top, it says "View this page in: Armenian" with a dropdown arrow and a "Translate" button. Below this, there is a "Translate" button with a red box around it and an "Accessibility" link. The main content area features a logo of a spiral and the text "WILSON ELEMENTARY SCHOOL". A dropdown menu is open, listing various languages: Afrikaans, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Basque, Belarusian, and Bengali. The "Translate" option at the top of the menu is highlighted with a blue bar and a checkmark. In the background, there are navigation links: "Services", "Support", "Involvement", and "Community Ed".

Anoka-Hennepin Title I Parent and Family Engagement Plan



ANOKA-HENNEPIN
SCHOOLS
A future without limits

Anoka-Hennepin School District
Title I Parent and Family Engagement Plan
2020-2021

The Board of Education of the Anoka-Hennepin School District believes that education is a shared responsibility of the student, parents, school and larger Anoka-Hennepin community. Further, the Board recognizes that academic achievement and success of our students depend on the strength of the partnerships developed among students, parents, families, schools and the community from birth through graduation and beyond.

Anoka-Hennepin is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

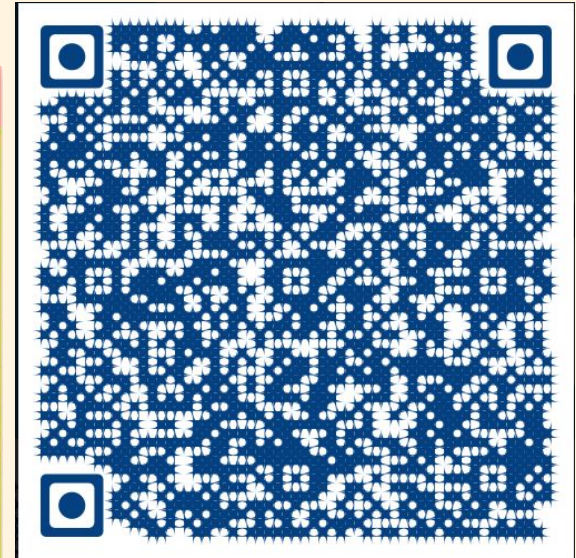
Building District Capacity for Engagement

- Copies are available today
- Posted in the district Document Center
- Request a copy to be emailed to you (linked here)

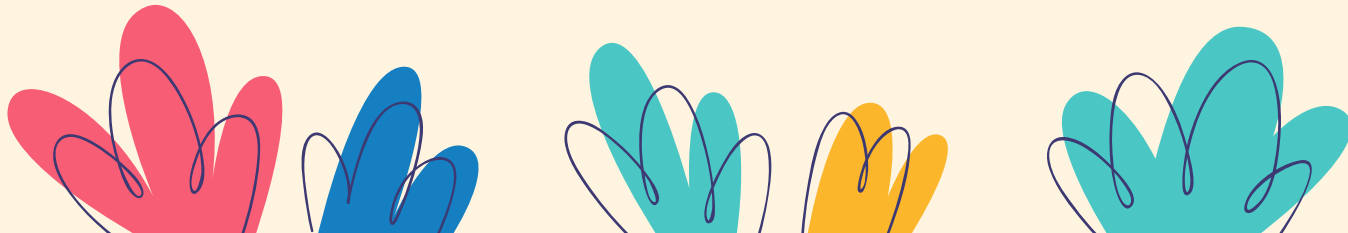
Send feedback to one of our principals or beth.engman@ahschools.us

Summer Express Books

Tell us what you thought about this resource that was purchased with Title I funds.



Questions or Feedback?



Parent Advisory Committee (PAC) - PTO

What?

Designed to collaborate, review, and get input on:

- Title I program goals
- Family engagement planning and evaluation
- School/District Family Engagement Plans
- Title I Family-School Compact

When? September 22, November 17, January 19,

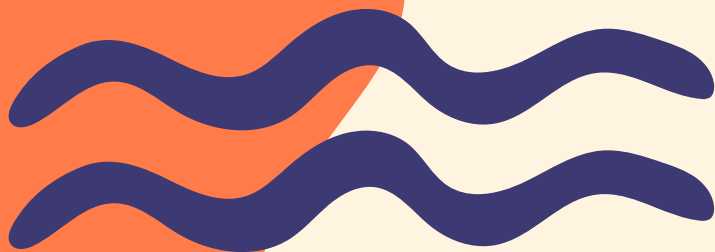
April 20 and May 18 from 6:30-8:00 pm at Wilson



Other **WAYS TO SHARE YOUR OPINION**

- Send it to our principal (chris.forrest@ahschools.us) or Title I Building Lead (megan.stevens@ahschools.us)
 - Fill out event evaluation forms
 - Share your thoughts on surveys





04

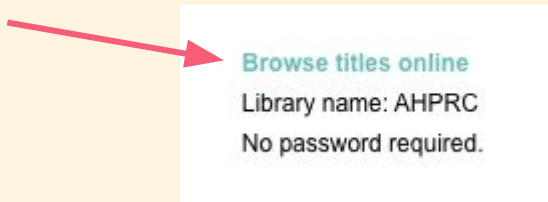
Resources



Additional Resources

- Check out a helpful book at the Parent Resource Center
 - Browse books and resources at the ESC, Door #1
 - Look at and request a book online
- #1.** Go to: anoka.k12.mn.us/PRC

#2. Click here



#3. Library name: AHPRC, no password

Sign In
Enter the library name and password if required.

Library Name

Password (optional)

SIGN IN

Additional Resources



- Minnesota Department of Education website:
 - Find a school or public library (<https://education.mn.gov/FindSch/>)
- Encourage your child to use Curricu-links, E-resources, Math Learning Center (Bridges), and their Wonders online login at home
- District website:
 - Understanding your child's report card (<https://www.ahschools.us/Page/19343>)
- School website:
 - About Us -- School Report Card -- click our school
 - About Us -- Document Center -- Documents (School) --
Title I Parents Right to Know and Teacher Qualifications

Thanks for Coming!

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