



Title One 2020-2021

Annual Parent Meeting
Melba Elementary School

Melba Elementary School



- Principal- Mrs. Ashli Nelson
- Title One Coordinator- Mrs. Ashli Nelson
 - November 5th and 6th
- Melba Elementary School Gymnasium



Meeting Agenda

- What is Title I?
- Parents' Rights Under Title I
- School Parent Compact
- Curriculum and Instruction
- Academic Assessment
- Title I Funds

What is the Purpose of the Annual Parent Meeting?

- Provide Parents and Community Members with Information Regarding....
 - Title I Parent Rights
 - School-Parent Compacts
 - School Contact Information
 - General Title I Information
 - Title I Schoolwide Funds
 - Title I Schoolwide Plan
 - Parent and Community Involvement

Goals for Title I

Title IA of the Elementary and Secondary Education Act is intended to provide financial assistance to local education agencies and schools with high numbers or percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

These funds are federally allocated to help support qualifying schools throughout the nation.

Schools in which children from low-income families make up at least 40% of enrollment are eligible to use Title I funds to operate schoolwide programs.

Melba Elementary School

- Melba Elementary School is a schoolwide Title I school. Funds from Title I are used to promote:
 - Opportunities for all students to meet challenging academic standards
 - Address needs of students who may be at-risk of not meeting academic standards
 - Improve and support instructional strategies to strengthen the academic programs
 - Provide professional development and other resources to teachers, paraprofessionals, and other support staff to improve instruction
 - Recruit and train effective teachers
 - Implement strategies to increase parent and family engagement of children

Title I Parent Rights

- Parents of students attending a Title I school have the right to know....
 - If their child's teacher is licensed to teach the grades and subject(s) assigned
 - If their child's teacher is teaching with a provisional license
 - The teacher's college major
 - The degree the teacher holds
 - Qualifications of an instructional aide that is working with their child
 - Be notified if the child is or will be taught for 4 or more consecutive weeks this year by a teacher who is not highly qualified.
 - To request any information regarding the state qualifications of the teachers or instructional aides, please contact Ashli Nelson at 208-495-2508



Parent Involvement

We encourage
parent
involvement at
our school!

Melba Elementary encourages
parent involvement through....

- Volunteering
- Parent Education
- Home Support for the Child's Education
- Parent Participation in School Decision Making.

Parent Involvement Plan

- The purpose of the parent involvement plan is to increase each parent's capacity to help their child(ren) be successful in school.
- To facilitate meaningful parent involvement in our school we will:
 - Include parent representation in school decision. For example, participating on the hiring committees, safety committees, etc.
 - Invite parents to participate in our annual review of our parent involvement plan
 - Encourage parent and community input of the Parent/School Compact

Parent Involvement Plan

- To facilitate meaningful parent involvement in our school we will:
 - Build Capacity of Parents to Support Their Child(ren)'s Learning by providing materials and training to improve their child(ren)'s achievement
 - Facilitate Regular, Meaningful Two-Way Communication through..
 - An annual parent meeting
 - Providing parents with information about school programs, meetings, and other activities in a timely manner and in a format, and to the extent practicable, in a language they can understand

Parent Involvement Plan

- To facilitate meaningful parent involvement in our school we will:
 - Coordinate and Integrate the School's Parent Involvement Programs with Early Childhood Programs in the Community and the School
 - Developmental Preschool
 - Build the Capacity of School Staff to Work with Parents
 - Provide staff with information and trainings on how to reach out and communicate with parents

Parent/School Compact Review

- Student Roles and Responsibilities:

- Cooperate with school personnel and be responsible for their behavior
- Complete all homework assignments on time
- Participate to the best of their ability
- Read independently or with family on regular basis
- Let teacher, school counselor, and family know when help is needed

- Parent Roles and Responsibilities:

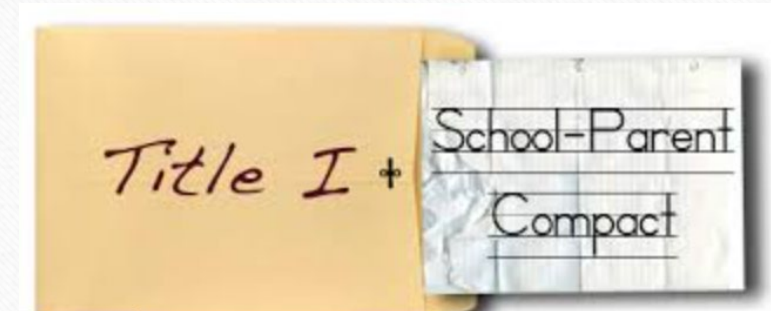
- Actively communicate with school staff
- Be aware of policies, rules, and regulations of the school and district
- Take an active role in their child's education by reinforcing skills and knowledge learned at school
- Take an active role in preparing their child to attend school each day
- Utilize opportunities for participation in school activities

Title I + School-Parent
Compact

Parent/School Compact Review

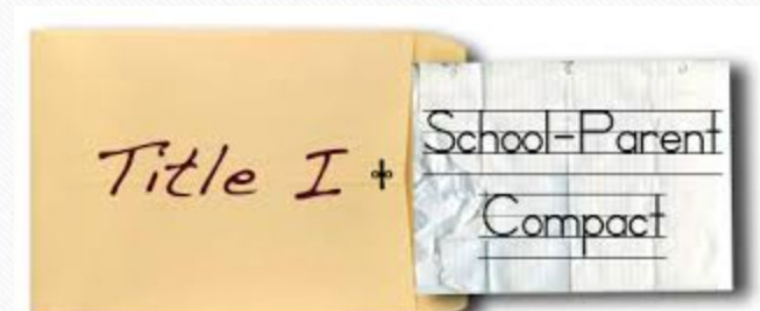
- Staff Roles and Responsibilities:
 - Work with parents to develop/implement school plan for parent involvement
 - Promote parent involvement activities
 - Communicate with parents about student learning and ways to effectively reinforce
 - Send information to parents in a format and language that parents can understand

- Community Roles and Responsibilities:
 - When volunteering in the school, community members must be aware of school policies, rules and regulations
 - Utilize opportunities for participation in school activities



Parent/School Compact Review

- Administrator Roles and Responsibilities:
 - Facilitate/implement Title I Parent Involvement Policy and Plan
 - Provide training/space for parent involvement activities
 - Provide resources to support successful parent involvement practices
- Provide in-service training to staff
- Send information to parents in a format and language that parents can understand



Questions, thoughts,
concerns, revisions?

Parent/School Compact

Melba Elementary Curriculum and Instruction

- Reading
 - Kindergarten through Fifth Grade
 - HMH Into Reading
 - Sixth Grade
 - HMH Into Literature
- Math
 - Kindergarten through Sixth Grade
 - Origo Stepping Stones



Student Progress Measures

- i-Ready
 - 3 Diagnostics completed each year (fall, winter, and spring)
 - Conduct 2 Growth Measures
 - Students participate in individualized instruction. Weekly time requirements:
 - Minimum 30 minutes in Reading
 - Minimum 30 minutes in Math
- iStation
 - Students in Kindergarten- Third Grade
 - State Reported assessments in September and May
 - Monthly assessment conducted to measure student progress

Student Progress Measures

- ISAT
 - Students in Third through Sixth Grade
 - State Mandated assessment to measure student achievement in Math, Reading, Language, and Science (5th grade)
 - Conducted in the spring
- Origo Stepping Stones and HMH Into Reading/Literature
 - Informal and Formal Classroom Assessments



Information regarding your child(ren)'s performance on these assessments are sent home to parents throughout the year. Parent-Teacher conferences are also an ideal time to provide parents with information about what the scores mean and how to best support their child(ren)'s learning at home. Every teacher utilizes either Seesaw or Class Dojo (communication platforms) to provide timely feedback and information to parents about their child's academic and behavioral performance.

Student Progress Measures ISAT, i-Ready, and iStation

Parents have daily access to PowerSchool to gather information about their child(ren)'s performance on assessment data in these two programs as well as additional classroom work and activities.

Student Progress Measures Into Reading/Literature, Origo Stepping Stones

Proficiency Levels for Standardized Testing

- i-Ready

- Tier 1 (Green) On or above grade level
- Tier 2 (Yellow) One grade level below
- Tier 3 (Red) Two or more grade levels below

Student goal is to perform at Tier 1!

- iStation

- Tier 1- On track to meet grade level expectations
- Tier 2- At some risk of not meeting grade level expectations
- Tier 3- At significant risk of not meeting grade level expectations

Student goal is to perform at Tier 1



Proficiency Levels for Standardized Testing

- ISAT
 - 4- Above Standard
 - 3- At Standard
 - 2- Near Standard
 - 1- Below Standard
- Student goal is to perform at a 3 or 4!

Title I Funding Allocations

- Staff Salaries and Benefits
 - Portion of/full salaries and benefits for 5 paraprofessionals
- Supplies and Materials directly for Title I Services
- Curriculum utilized in Title I pull-out program
- Supplies for students/families in need
- Professional Development/Training for Staff

Title I Policy Review

- Melba School District Policy 2420
- Melba School District Policy 2420P

What are your thoughts?



School Contact Information

- Principal Mrs. Ashli Nelson anelson@melbaschools.org
- Counselor Mrs. Mary Neumeyer mneumeyer@melbaschools.org
- Nurse Mrs. Kelli Leavitt klevitt@melbaschools.org
- Food Service Director Mrs. Julie Allison jallison@melbaschools.org
- Transportation Director Mr. Billy Dyas bdyas@melbaschools.org

Phone Number: 208-495-2508