




Oakwood Avenue School Title I Parent Meeting

Ms. Faith Alcantara

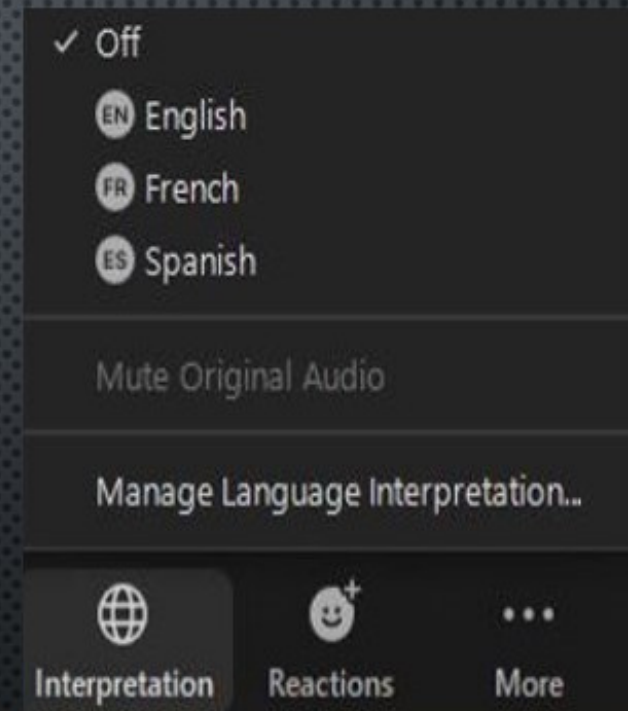
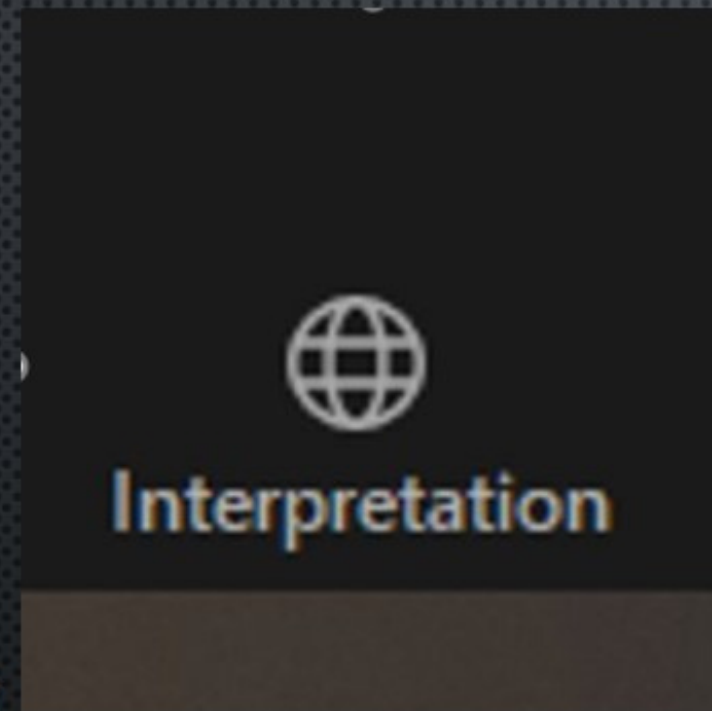
Executive Director, Office of Innovation & Community Engagement

Mr. Dana Gaines

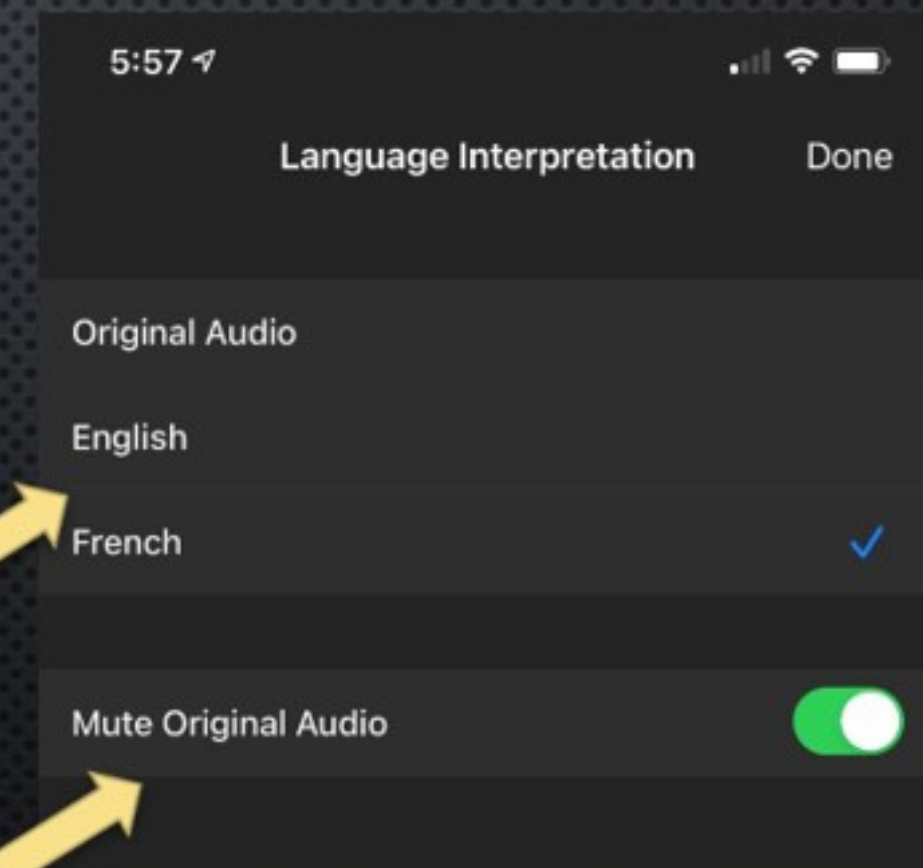
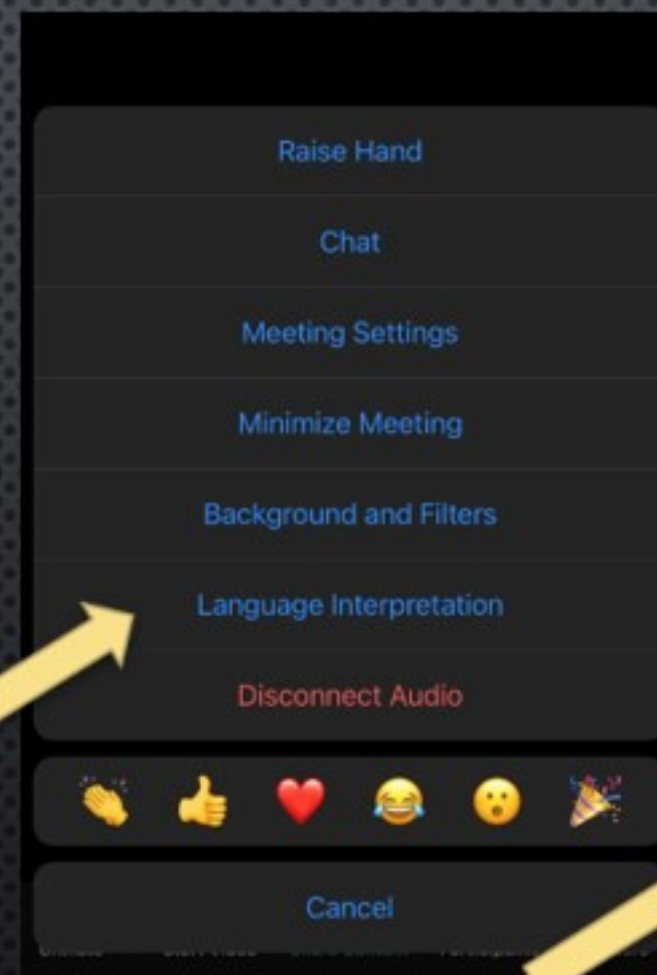
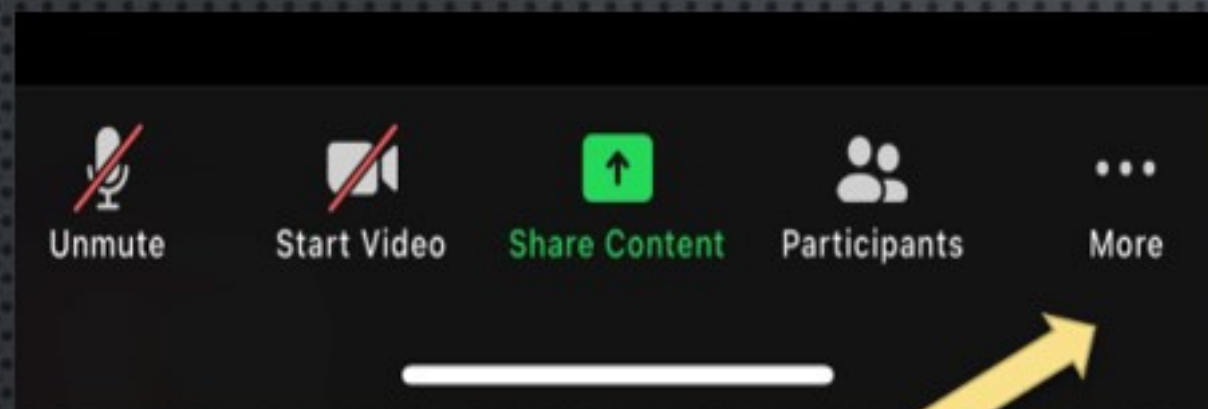
Principal, Oakwood Avenue School



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MEETING AGENDA



01

What is Title I?
How does it help our
students?

02

Our School's Title I
Program

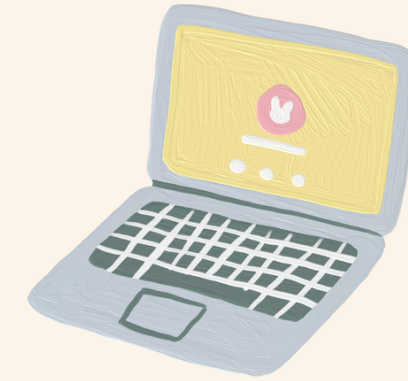
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Title I District Parent
Involvement and Title I School
Parent Involvement Policies

04

Title I School-Parent
Compact

MEETING AGENDA



05

District Curriculum

06

Title I Funds for Parental
Involvement

07

How you can get involved

08

Know your rights

TITLE I

What is it?

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

How does it help students?

Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 1

By the end of the academic year, 70% of students will meet their projected growth goal as measured by iReady in targeted Mathematical Practices related to conceptual understanding, fluency, and application, as measured by iReady assessment tool. This improvement will be achieved through the use of tiered mathematics instruction and targeted interventions.

INTERIM GOALS

NOV. 15: For EOC 1, all students will take a baseline assessment using the iReady Diagnostic Student Growth Report to determine their proficiency levels and growth targets, with a target of 95–100% of students completing the assessment. Students will be identified for additional instructional period of Math intervention.

FEB. 15: EOC 2, 35% of students will meet their projected growth goal at each grade level as measured by iReady.

APR. 15: By EOC 3, 70% of K–7 students will meet their projected growth goal at each grade level as measured by iReady in targeted Mathematical Practices related to conceptual understanding, fluency and application.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 2

By the end of the academic year, 70% of students will demonstrate a 10% increase from their baseline data in English/Language Arts, as measured by Acadience and Growth Monitoring Data. This improvement will be compared to the baseline diagnostic assessment and targeted interventions will be implemented to support student learning

INTERIM GOALS

NOV 15: At the end of EOC 1, a baseline assessment will be given to 95–100% of students through district-administered Acadience (K–2) and Growth Monitoring (3–7) diagnostics. These tests will help determine proficiency levels and growth targets. Teachers will engage with ongoing S.I.O.P. training to address Multi Lingual learners. Students will be identified for additional instructional period of ELA intervention.

FEB 15: At the end of EOC 2, it is expected that 70% of students in grades K–7 will exhibit an average growth of 5% or more from their baseline scores in achieving their Lexile and Phonemic Growth goals, as assessed by the Acadience and HMH Growth Monitoring assessments.

APR 15: At the end of EOC 3, the school will have put into action academic intervention plans for students who did not meet the anticipated growth on district benchmark assessments, with the purpose of assisting them in achieving their end-of-cycle/year growth objectives. Teachers will employ Acadience data, HMH growth monitoring and other relevant data sources to form groups of students and prepare targeted small-group instruction plans.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 3

By June 2024, 70% of students in grades K-7 will participate in activities that promote positive interaction with peers and others through the use of the Social Emotional Learning (SEL) Competencies. Successful implementation will be assessed with resulting in a 10% increase in the positive rating of respectful interactions and positivity towards school as measured by the Spring 2024 Student Survey for grades 3-7 compared to 2023 Spring survey grades 3-7.

INTERIM GOALS

NOV 15: By EOC 1, 25% of students will participate in SEL activities school-wide. The targeted focus will be on building respect of self and others; healthy relationships, mindfulness, peer-mediation and conflict resolution for students. Successful students will be given school incentives.

FEB 15: By EOC 2, 30% of students will participate in SEL-centered meetings focused on monthly themes will be implemented across all classrooms throughout the entire school. Successful students will be given school incentives.

APR 15: By EOC 3, 70% of students in grades K-7 will participate in activities that promote positive interaction with peers and others through the use of the Social Emotional Learning (SEL) Competencies. Successful implementation will be assessed with resulting in a 10% increase in the positive rating of respectful interactions and positivity towards school as measured by the Spring 2024 Student Survey for grades 3-7. Successful students will be given school incentives.



TITLE I DISTRICT AND SCHOOL PARENT ENGAGEMENT POLICIES

District Policy

School Policy



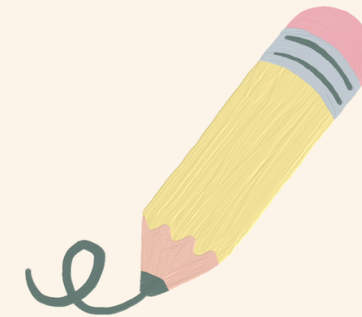


TITLE I HOME SCHOOL PARENT COMPACT

Home School Compact

Example

CURRICULUM

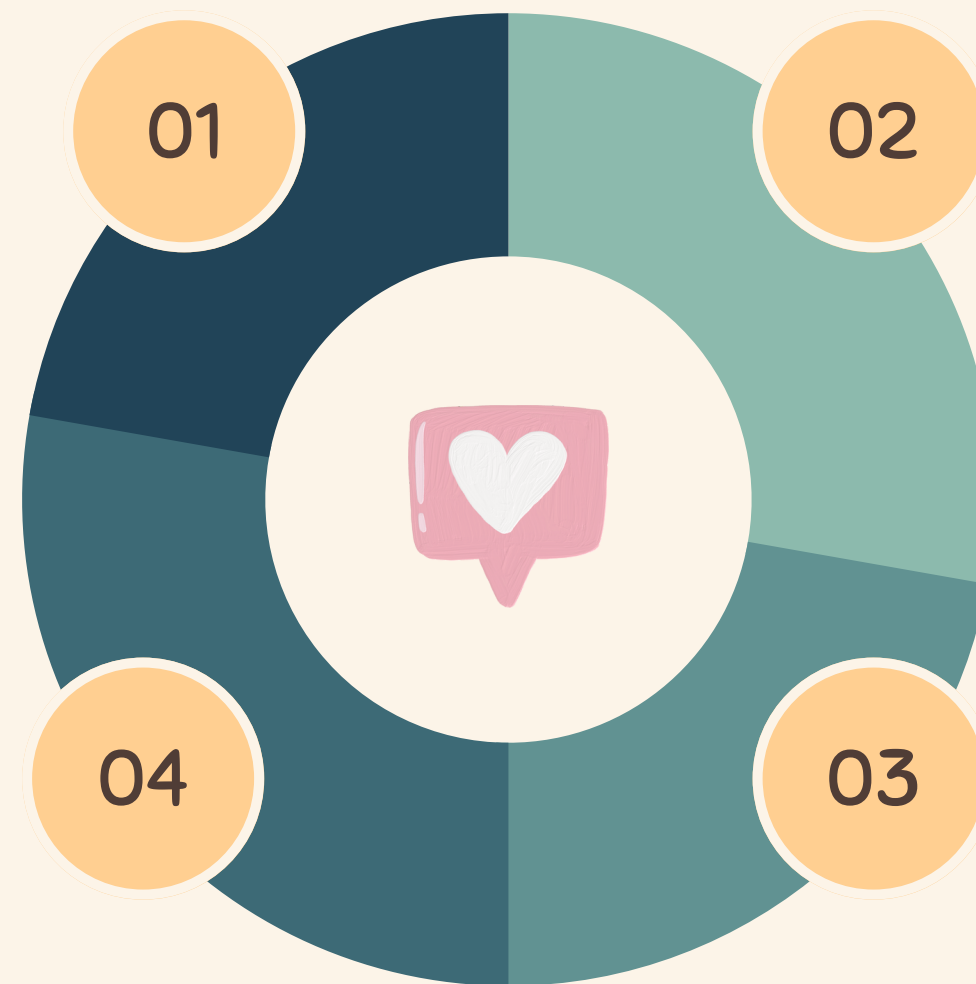


English Language Arts (ELA)

Houghton Mifflin Harcourt (HMH)
Grade K – 7 Curriculum Guide

Social Studies

Savvas Online – myWorld
Interactive American History
Grade K – 7 Curriculum Guide



Mathematics

Illustrative Math
Grade K – 7 Curriculum Guide

Science

Discovery Education & STC
Carolina Science online
Grade K – 7 Curriculum Guide

New Jersey Student Learning Standards

ASSESSMENTS

01

Acadience

ELA resource to assess student reading progress

03

IREADY/NWEA

Provide tailored instructional pathway to develop student growth in mathematics

02

District Benchmark

English Language Arts (ELA), Mathematics, Social Studies, and Science

04

NJSLA

State assessment in ELA and Math (grades 3 – 7) and Science (grade 5)



TITLE I FUNDS FOR PARENT INVOLVEMENT

These funds are used to support the activities Oakwood will design to engage parents throughout the year to partner in their work with all students.



HOW YOU CAN GET INVOLVED

- Volunteering opportunities
- Participate on committees established by the school/district (i.e. School Leadership Council, District Parent Council)
- Attend parent meetings facilitated by the district and/or school
 - PTO Meetings
 - District Bilingual Advisory Council
 - District Special Education Parent Advisory Council
 - Principal Chat & Chew
- Participate in family engagement activities planned at the school & district levels
 - District Parent Conference
 - District PTO Conference
 - Parent University
 - Family Math/Science Events



KNOW YOUR RIGHTS

- Request the qualifications of your teacher
- Request opportunities for meetings with staff in order to make suggestions
- Participate in decisions relating to the education of your child





Thank You