

East Mills  
Elementary



Title I Reading  
2021-2022

## **East Mills Community School District- Title I**

### **Parent Involvement Policy- 2021-2022**

It is the policy of the East Mills Community School District that Parents of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and material for parents to help their children; and educating school personnel about involving parents and the value of parent contributions.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title 1 children and all parents through the Student Handbook, which is distributed to every family at the time of registration.
2. One annual meeting is held for all parents of participating children. Additional meetings with flexible times may be held throughout the year and determined by parent suggestions. Notification of the meeting will be sent electronically.
3. Parents are given assistance in understanding the Title 1 requirements, standards, and assessments through the annual meeting and parent-teacher conferences.
4. Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels. The annual progress report is made available to all district patrons in the fall of the year, through individual reports given to parents at conference time, and through report cards.
5. Parents are informed of and involved with their child's participation in the Title 1 program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meeting.
6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.

7. Parents will be involved with the planning, review, and improvement of the school-wide programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the schoolwide program is not satisfactory to the parents of the participating children, they may submit comments to the SIAC.
8. A jointly developed school/parent compact outlines how parents, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the student handbook and is reviewed at the annual meeting.
9. The Title 1 program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request. Informational materials may be ordered, at parent request, from the local Area Education Agency.
10. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district.

Providing all East Mills Community School District's children with equal access to quality education is our primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

**East Mills Community School District- Title Reading**  
**Student Exit Criteria 2021-2022**

**Reading Students (K) are exited with any two of the following:**

1. "Proficient" recommendation on the Fall Composite FAST early literacy assessment
2. Teacher recommendation based on classroom performance

**Reading Students (1-2) are exited with any two of the following:**

1. "Proficient" recommendation on the CBM reading FAST early literacy assessment
2. "Proficient" recommendation on the aReading FAST early literacy assessment
3. Teacher recommendation based on classroom performance

**Reading Students (3-4) are exited with any two of the following:**

1. "Proficient" recommendation on the CBM reading FAST early literacy assessment
2. "Proficient" recommendation on the aReading FAST early literacy assessment and score above the 41st percentile on the ISASP Vocabulary or Reading Comprehension subtest
3. Teacher recommendation based on classroom performance

**Reading Students (5-6) are exited with any two of the following:**

1. A score above the 41st percentile on the ISASP Vocabulary or Reading Comprehension subtest
2. "Proficient" recommendation on the CBM reading FAST early literacy assessment
3. "Proficient" recommendation on the aReading FAST early literacy assessment a score above the 41st percentile on the ISASP Vocabulary or Reading Comprehension subtest
4. Teacher recommendation based on classroom performance

## East Mills Community School District-Title I

### Parent Compact 2021-2022

Students who attend school at East Mills Elementary School District are eligible to receive services from the Title I program. Title I is designed to provide instructional support in reading by highly qualified teachers during the school day. Please review this compact and call your child's school with any questions.

#### Goals for students in the programs:

Reading Goals may include:

- Increase phonemic awareness and phonics skills.
- Increase sight word recognition in reading and writing.
- Increase fluency when reading and writing familiar text/words.
- Increase use of multiple strategies when reading and writing unfamiliar text/words.
- Increase comprehension of and ability to retell stories orally and in writing.

#### How is instruction delivered in a Title I Program?

Students participate in one-on-one or small group instruction with a Title 1 teacher, classroom teacher, or Title 1 paraprofessional. The Title 1 teacher, classroom teachers, and Title 1 paraprofessional work together to coordinate the literacy instruction provided in the classroom and in the group setting.

#### Why is parent involvement necessary?

According to research, parent involvement is a key factor in a child's academic success. Therefore, parent involvement plays an important role in the development of the guidelines for the reading programs. Teachers plan meetings to:

- Share reading strategies and writing ideas that can be helpful at home
- Provide materials for parents to use at home
- Answer questions parents have regarding the reading programs

#### The Role of Parent/Guardian

I, \_\_\_\_\_, want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child attends school regularly and on time.
- Establish a habit of reading with my child every day for 10-30 minutes.
- Let my child see me reading and writing (modeling).
- Participate in conferences and activities.
- Read through newsletters and discuss the activities with my child.

East Mills Community School District Title I Program ensure all students will become responsible, independent learners capable of making informed decisions. This will be accomplished by challenging each student with a rigorous and creative curriculum taught by highly educated professionals, caring staff and enriched through the resources and the efforts of families and the entire community.

## East Mills Community School District- Title I

Dear Parents/Guardians,

The teachers and administrators at East Mills Elementary are committed to helping your child become a successful reader. This testing took place in the elementary school. Students in grades kindergarten through sixth were all given the FAST Literacy Assessment. Students in grades 1-6 were given the CBM Reading and aReading test. CBM Reading is used to check fluency and accuracy while reading. The aReading is an adaptive measure of broad reading that is individualized for each student. The question items tap on a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.

Using the results from a variety of resources we examine how your child is doing in important reading skills and use them to better help your child. We will continue to monitor student performance throughout the year and make adjustments as needed.

Because of his/her test scores and/or classroom performance, \_\_\_\_\_ is eligible for Title 1 reading services. The Title 1 program is designed to improve a student's reading ability. These services will be done in addition to, not in place of, reading instruction that is done in the regular classroom. In Title 1, students will be working on vocabulary, reading fluency, comprehension, and other reading skills. If you want your child to receive Title 1 services, please sign and return the bottom portion of this note.

We are continually working hard at school to make sure that every child is on target for success and we thank you for your efforts at home. Please contact me if you have any questions or concerns about your child's progress on reading. Together, we will help your child become a successful reader.

Sincerely,

Mrs. Miller  
Title 1 Teacher

\_\_\_\_\_ I **give** permission for my child, \_\_\_\_\_, to receive Title 1 services.

\_\_\_\_\_ I **do not** give permission for my child, \_\_\_\_\_, to receive Title 1 reading services.

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Phone

## East Mills Community School District- Title I

Dear Parents/Guardians,

The teachers and administrators at East Mills Elementary are committed to helping your child become a successful reader. This fall, testing took place in the elementary school. Students grades kindergarten through sixth were all given the FAST Literacy Assessment. Students in kindergarten were given the subtest earlyReading. The earlyReading test is an evidence-based assessment used to screen and monitor student progress. This test has twelve subtests (concepts of print, onset sounds, letter names, letter sounds, word rhyming, word blending, word segmenting, sight word reading, decodable word reading, nonsense word reading, oral language (sentence repetition), and sentence reading).

Using the results from a variety of resources we examine how your child is doing in important reading skills and use them to better help your child. We will continue to monitor student performance throughout the year and make adjustments as needed.

Because of his/her test scores and/or classroom performance, \_\_\_\_\_ is eligible for Title 1 reading services. The Title 1 program is designed to improve a student's reading ability. These services will be done in addition to, not in place of, reading instruction that is done in the regular classroom. In Title 1 students will be working on letter sounds, letter identification, and sight words. If you want your child to receive Title 1 services, please sign and return the bottom portion of this note.

We are continually working hard at school to make sure that every child is on target for success, and we thank you for your efforts at home. Please contact me if you have any questions or concerns about your child's progress on reading. Together, we will help your child become a successful reader.

Sincerely,

Mrs. Miller  
Title 1 Teacher

\_\_\_\_\_

I **give** permission for my child, \_\_\_\_\_, to receive Title 1 services.

\_\_\_\_\_

Parent or Guardian Signature

\_\_\_\_\_

Phone

# East Mills Community School District- Title I

## Parent/Student/Teacher Compact- 2021-2022

This contract recognizes the important role and responsibility of the student, parent, teacher, and principal in working together to support a student's progress and success in reading. As such, we commit to:

- Respect school staff, students, parents, administrators and the community.
- Be excited about literacy, reading and learning to read.

### Parent(s)/Guardian

To support my child in learning to read and succeed in school, I will:

- Invite my child to read with me every day.
- Read from a variety of children's books.
- Listen to my child read assigned reading assignments.
- Ask my child questions about what was read.
- Talk with my child's teacher about my child's reading progress and progress in other subjects.
- **See that my child is punctual and attends school regularly.**
- **Set time for homework and review it.**
- Talk to my child about his/her school day.
- **Attend parent-teacher conferences.**
- Volunteer in my child's classroom.

### Student

As a student, I will:

- Go to the library and check out books.
- Read assigned readings to my parents.
- Practice sight words with my parents.
- Read aloud to my parents or pets.
- Learn new words.
- Attend school daily ready to learn.
- Always try to do my best in my work and behavior.
- Come to school with my supplies and completed homework.

### Teacher

As a teacher, I will:

- Clearly state the goals for reading achievement.
- Endeavor to motivate students to learn.
- Provide a warm, safe, positive, and caring learning environment.
- Share the high expectations for reading with all participants.
- Articulate instructional means for attaining goals.
- Share assessments used to monitor a child's progress.
- Focus on reading and writing.
- Work toward parental involvement as supporting their children's reading and homework.
- Encourage each child to do his/her personal best.
- **Share information regarding each child's needs and progress.**
- Provide instruction utilizing research-based strategies that will meet all students' instructional needs.
- **Maintain an open line of communication with each student and his/her parents.**
- **Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement.**

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

Parent/Guardian \_\_\_\_\_ Phone: \_\_\_\_\_



**East Mills Community School District- Title I**  
**Student Identification Qualifications 2021-2022**

Reading students (K) are identified by any two of the following:

1. "Non-proficient" recommendation on the Fall, Winter, or Spring Composite FAST early literacy assessment.
2. Teacher recommendation based on classroom performance.
3. Title Reading services as indicated on the student's 504 plan.

Reading students (1-2) are identified by any two of the following:

1. Identified as "non-proficient" (below the 30th percentile) on the CBM reading FAST early literacy assessment.
2. Identified as "non-proficient" (below the 30th percentile) on the aReading FAST early literacy assessment.
3. Teacher recommendation based on classroom performance.
4. Title Reading services as indicated on the student's 504 plan.

Reading students (3-4) are identified by any two of the following:

1. Identified as "non-proficient" (below the 30th percentile) on the CBM reading FAST literacy assessment.
2. Identified as "non-proficient" on the aReading FAST literacy assessment with a score below the 41st percentile on the ISASP Vocabulary or Reading Comprehension subtest.
3. Teacher recommendation based on classroom performance.
4. Title Reading services as indicated on the student's 504 plan.

Reading students (5-6) are identified by any two of the following:

1. A score below the 41st percentile on the ISASP Vocabulary or Reading Comprehension subtest.
2. Identified as "non-proficient" (below the 30th percentile) on the CBM reading FAST literacy assessment.
3. Identified as "non-proficient" on the aReading FAST literacy assessment with a score below the 41st percentile on the ISASP Vocabulary or Reading Comprehension subtest.
4. Teacher recommendation based on classroom performance.
5. Title Reading services as indicated on the student's 504 plan.

The students are prioritized based on their academic deficit or those in the greatest need of support.