

Title I Annual Parent Meeting

Spoooner Elementary School - 2024

Chris Berghammer, Principal
Kate McKinney, School Counselor



2024 Annual Parent Meeting Agenda

Thursday, February 15th Spooner Elementary School

1. What is a Title I School?
2. Comprehensive Needs
3. Title I Plan
4. Title I Goals and Progress
5. Professional Development
6. Title I Family Engagement
7. Your Right as a Parent
8. Questions



Why Are We Here

The Elementary and Secondary School Act (ESSA), which includes Title I, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services:

- Informing you of the school's participation in Title I
- Explaining the requirements of Title I
- Explaining your rights and opportunities as parents and families to be involved in your child's learning and achievement
- Solicit parent and community input regarding programming



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What is a Title I School?



Title I Program

- Title I** of the Elementary and Secondary Education Act (ESEA)
- Financial assistance to local educational agencies (LEAs)
 - Based on high numbers of children from low-income families receiving free or reduced cost meals
 - Current percentage of students receiving free/reduced cost meals
 - >60% of SES students
 - Consistently around 60%
 - Ensures that all children meet state academic standards



How Do We Spend Title I Funds?

- Reading/Math Specialist
- Reading Interventionist
- Interventions and programming for students
- Collaboration with St Francis de Sales School to provide reading interventions



Annual Review

- Evaluation of family engagement policy content and effectiveness
 - Identify barriers to family engagement
- Data and input might include...
 - Family questionnaires and surveys
 - Focus groups
 - Family advisory committee input
- Report results to families and use those results to revise
 - Parental involvement policy
 - SES School-Parent Compact



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Comprehensive Needs



Student Achievement Data

- Data from FastBridge testing in fall, winter, and spring
- Focus on reading and math
- Identify challenges and develop action plans
- Data is used to establish Achievement Gap Reduction (AGR) goals for grade levels every year
 - Mid-year report to the BOE
 - End-of-year report to the BOE
 - Submitted to DPI



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Title I Plan



SES Curriculum

- SASD expects all students to meet the [Wisconsin Academic Standards](#)
 - Standards specify what students should know at each grade level
 - Standards serve as “road map” for teaching and learning
 - Instruction aligns with standards
- More intensive instruction for struggling learners is one of the options provided during WIN (What I Need) time



Academic Assessments

- Classroom Summative and Formative Assessments
 - Ongoing
 - Learning targets, exit tickets, checks on learning, summative, unit tests, weekly assessments
- FastBridge
 - Fall/winter/spring benchmarks for math and reading
 - Intervention progress monitoring
- WI Forward Exam - (Grades 3, 4)
 - Spring

A parent must submit a written request for student opt-out to the principal or the school board per Wis. Stats. 118.30(2)(b)3



Achievement Gap Reduction Program (AGR)

- Grant-based program that replaced the SAGE program
- Renewed every 5 years
- Based on the percentage of families receiving free or reduced lunches
- Focused on students in grades K-3
- Objective is to reduce the academic achievement gap between students in poverty and their peers
- Funds can be used in a few different ways:
 - Reduced class size (<18 students)
 - One-to-one tutors
 - Instructional coaches



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Title I Goals and Progress



Title I Goal

Spoooner Elementary School ELA standards and instruction will be fully aligned according to priority standards.

- Collaborative Planning Time
- Professional learning surrounding common formative assessments and analyzing data
- Review unpacked power standards
 - Walk through the vertical alignment process to ensure seamless alignment of ELA standards and instruction
 - Create assessment plans that appropriately assess student mastery of standards at the correct level of rigor
 - Align new priority ELA standards with assessments in new ELA resource (Benchmark Advance)



Title I Goal

SES will continue PBIS Tier 2 support and resources by expanding Tier 2 services to students.

- PBIS Handbook
- Weekly SEL instruction from the school counselor
- Collaborative Planning Teams
- Intervention plan including data analysis
- Addition of paraprofessional to assist with school-wide behavior response and intervention



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Professional Development



Professional Development - 2022-23

- ELA Instruction
 - Training and implementation of new resource
 - Vertical alignment
 - Developing assessments
 - Creating and refining assessment plans
- Intervention and differentiation training within new resource
- Title IX training
- eduCLIMBER refresher training for all teachers



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Title I Family Engagement



Parental Involvement Policy

- [Board Policy 2261.01](#) addresses how the school will implement the parent and family engagement program. Our Title I LEA plan requires:
 - Parent annual meeting/presentation
 - Involve parents in an organized, ongoing, and timely way, in the planning, review and improvement of the parental involvement program
 - Provide information to parents about curriculum and assessment
 - Build capacity in parents and staff to enhance parent involvement
 - Title I parents have the right to be involved in the development of the school policy
- School-Parent Compact

Any suggestions and feedback, please contact Mr. Berghammer



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Your Right as a Parent



Your Right as a Parent

ESEA directs schools and districts to notify parents about four key requirements of a Title I program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not certified under WI licensing system
3. Individual report card that lets you know how your child is progressing
 - a. Term report cards, Local and State Assessment results
 - b. District and Building specific State Report Card
4. Notification that the school has entered school improvement status



Requesting Information

Parents/families have the right to request opportunities for meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

- Chris Berghammer, Principal
 - 715-635-2171 x 1002
- Kate McKinney, Counselor
 - 715-635-2171 x 1004
- Dana Lucius, District Math and Reading Specialist
 - 715-635-2171 x 1018
- Leah Foley, SASD Nurse
 - 715-635-2171 x 1003
- Melanie Melgaard, District Food Service Director
 - 715-635-2171 x 4432



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Questions?



**Thank you for
participating!**

**SES appreciates your time and feedback
to improve student success.**