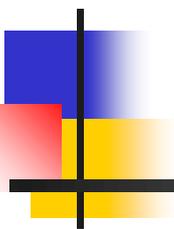


ESEA Title I Parent Presentation



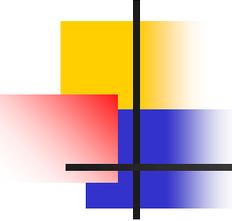
November 27, 2023 (Roberts/UES)

November 28, 2023 (Roberts/UES)

December 11, 2023 (WAMS/MHS)

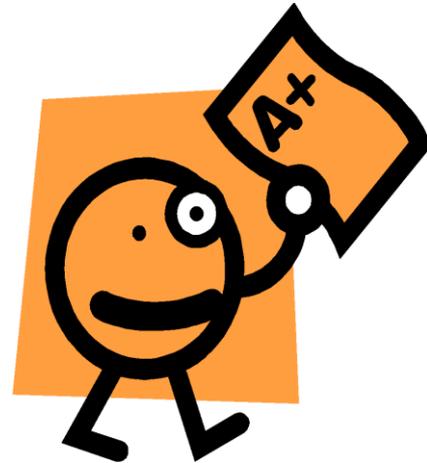
December 12, 2023 WAMS/MHS)

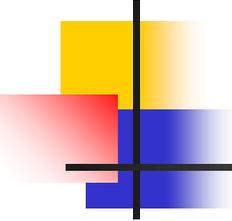
Parent Sign in and Survey



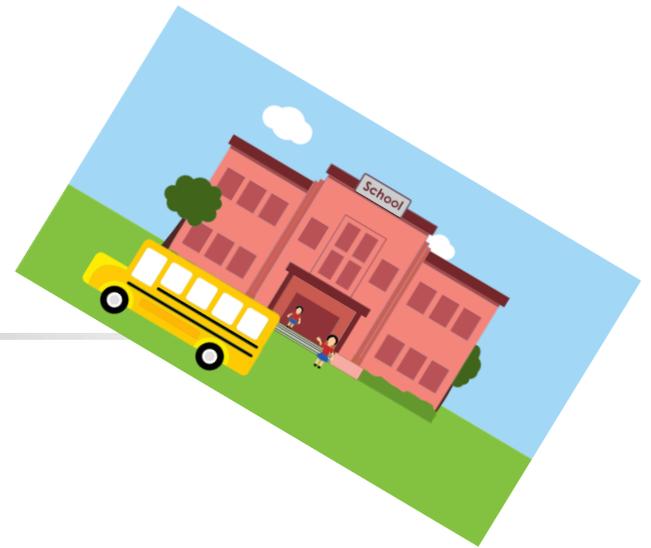
ESEA Title I, Part A

- Moorestown Township Public Schools receive funding through Title I, Part A
 - Improve academic achievement of children

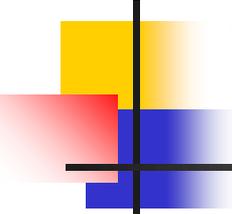




School Eligibility



- The proportion of economically disadvantaged students in a school determines the amount of funds that may go to a school.
- Any student enrolled in an eligible school may receive Title I services if they are academically eligible.
- Nonpublic school students in served school attendance areas must receive an equitable share.



Title I - A Brief History

- 1965 - Elementary and Secondary Education Act (ESEA)
- 1981 - Educational Consolidation and Improvement Act (Chapter 1)
- 1988 - Reauthorized – focus on accountability
- 1994 - Improving America's Schools Act (Title I)
- 2001 - No Child Left Behind Act
- 2008 - New Rules – CFR 200
- 2010 - Secretary's Blueprint for Reform
- 2011 - ESEA Flexibility Waivers
- 2013 - Renewal of ESEA Flexibility Waivers
- 2015 - Renewal of ESEA Flexibility Waivers
- 2015- Reauthorization- Every Student Succeeds Act (ESSA)

Title I, Part A



REQUIREMENTS:

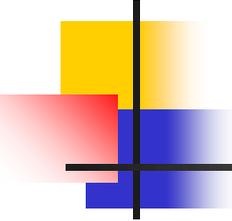
Work with parents to:

Develop a *District Parent Involvement Policy*
and a *School Parent Involvement Policy*

- Strategies to invite and consider parent and community input to ensure the success of our students

Create a school-parent compact

- The compact is an agreement between the school and the family to work in partnership to help each student reach his/her potential

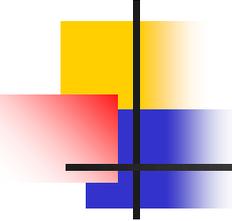


Title I, Part A

Requirements:

- Meet with parents to discuss programs that are offered to give children the skills and knowledge that they need to succeed.



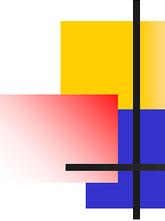


ESEA and Title I

- www.mtps.com
- Go to the *Parents* tab
- Go to ESEA Parent Resources



COMING SOON



Reading and Math Support Services K-3 (During the school day)

Reading

In addition to classroom instruction:

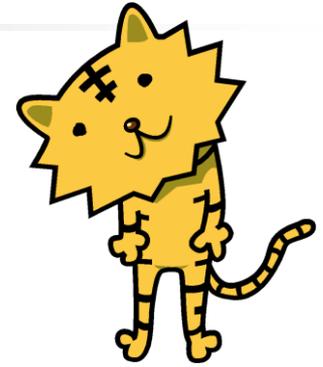
- Grade 1: At least 4 periods per week
- Grades 2 & 3: Minimum of 3 periods per week depending on assessments

Math

In addition to classroom instruction:

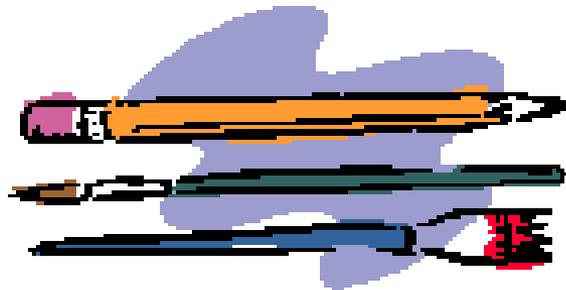
- Grade 1: 1-2 periods per week
- Grades 2 & 3: 2 periods per week

UES Reading and Math Support Services (During the school day)



In addition to classroom instruction:

- Reading: 4 sessions per 8 day cycle
- Math: 2 sessions per 8 day cycle

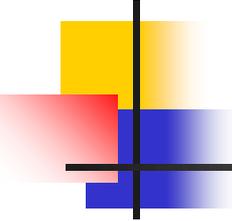


WAMS Reading and Math Support Services (During the school day)

In addition to classroom instruction:

- Sessions meet 2-3 times per week (every other day)

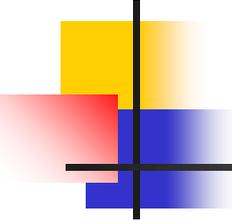




Reading and Math Support Eligibility

Criteria considered for Reading/Math Support:

- Running Records (K-5)
- MAP scores (K-8)
- Targeted assessments as needed
- Classroom Teacher Recommendation
- I&RS Data
- Math End of Year Assessment (K-7)
- *NJSLA Scores*



Title I:

Reading and Math Support Eligibility

Criteria Considered for Reading/Math Title I Extended Day Support:

- Previous enrollment
- Running Records (K-5)
- MAP scores (1-8)
- Teacher Recommendation
- I&RS Data
- Math End of Year Assessment (K-7)
- NJSLA

ESEA Title I, Part A

Program introduced in 2013-14:

Extended School Day Tutoring

- Available to eligible students at Roberts, UES and WAMS
- After School sessions with transportation available
- Up to 2 sessions per week
- Offered to students based on need (MAP, Teacher Rec., Running Records)
- **Continuing in 2023-24**

ESEA Title I, Part A Summer Reading Program

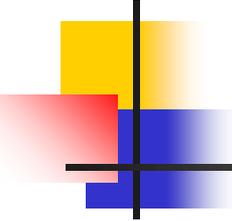
- Available to eligible students at Roberts, UES and WAMS
- Transportation provided
- 2 days per week @ 90 minutes
- **Continuing in 2023-24**



ESEA Title I, Part A Introduced in 2013-14: **Parent Workshops**



- Homework
 - Reading / Writing
 - Math
 - Study Skills
 - Attend tutoring session to learn skills*
 - **Continuing in 2023-24...**
- BUT WE NEED IDEAS FROM YOU!**

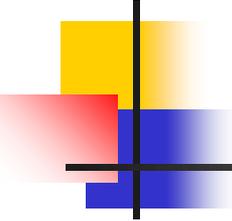


School – Parent Compact

School Responsibilities

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide each parent/guardian with frequent reports regarding the progress of the student.
- Provide parents/guardians reasonable access to staff.



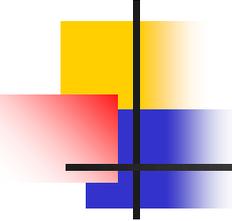


School – Parent Compact

Parental Responsibilities

- Attendance!
- Make sure that homework is completed and monitor independent reading.
- Be aware of screen time.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education by promptly reading all notices from the school or the school district that are received through my child, by email, by phone, or by mail and respond in a timely manner, as appropriate.
- Support parent groups to help encourage active participation in and effective support for the educational process.





School – Parent Compact

Student Responsibilities

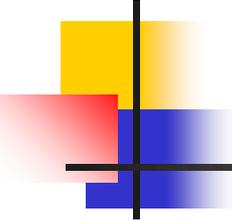
- Complete homework everyday.
- Be an attentive and an active learner.
- Read everyday outside of school time.
- Give parents / guardians all notices and information received from the school.



Parental Involvement Policy

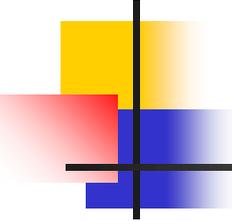
- Back to School Night Activities
- School Improvement Committees
- Parent Conferences with classroom teachers
- Parent Conferences with Reading and Math Support teachers
- Home & School Meetings
- SpEAC Workshops for parents
- Science Day
- Student Performances (concerts, plays, art shows, etc.)
- Open House
- Cultural Arts Assemblies
- Art Goes To School
- Field Day
- Community Service Projects





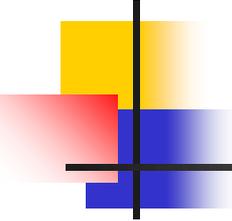
Parental Involvement Policy

- Attend school events, such as open houses, science fairs, concerts and plays
- Make an appointment to seek assistance from teachers to intervene in possible problem areas
- Join parents' organizations
- Attend parent-teacher conferences and request additional meetings if needed
- Keep teachers informed about events and issues that may affect your child's work or behavior
- Talk about homework with your child
- Read to your child and talk with him or her about what you are reading
- Limit TV time and watch and discuss programs with your child



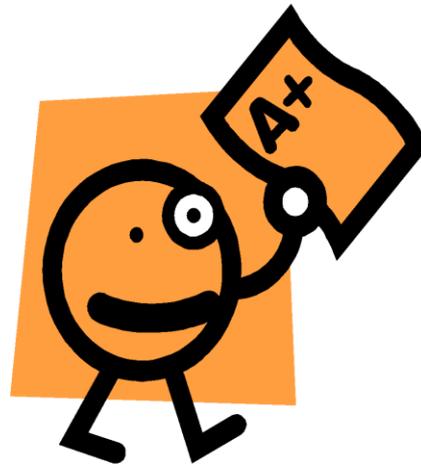
Parental Involvement Policy

- How can we improve the Parental Involvement Policy?
- Do you have interest in attending a workshop for parents designed by the district? If so, on what topic?



ESEA Title II, III, IV, Part A

- Funds are received in other areas to provide support for students and teachers.



ESEA Title II, Part A

Purpose: to improve student achievement

- Provides funds to support supplemental strategies and activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.
- Professional development for staff:
 - Paraprofessional training
 - SEL training,
 - Reading training
 - Behavior training
- RCS



ESEA Title III

- Language Instruction for English Learners and Immigrant Students
- **Purpose**
 - Help ensure ELLs attain English proficiency
 - Assist teachers, principals and school administrators with ELL program implementation
 - Assist teachers in developing their capacity to provide effective instruction



ESEA Title IV

- Student Support and Academic Enrichment (SSAE) Program
- **Purpose** - Improve Student Academic Achievement by:
 - Providing all students with a well-rounded education.
 - Fostering a safe, healthy, supportive and drug free environment
 - Increasing access to personalized, rigorous learning experiences supported by technology



Moorestown Township Public Schools Reading and Math Support Programs



Q & A