

School City of Hobart

Parent Meeting



2014-15

Title I

What is Title I?

- supplemental federal funding for low achieving children
- a program which provides extra academic support for children farthest from meeting our challenging State Standards

Where does the money come from?

- The money travels from the federal government to Indiana to the School City of Hobart and then to Ridge View Elementary.
- Census data helps determine the amount of money each district receives.

How does a school become a Title I school?

- The number of students who receive free and/or reduced lunches determines the district-wide and school poverty.
- Title I can serve schools at or above the district- wide poverty average.

How does Title I help schools?

- supplementing and improving the regular education programs
- extra staff members

What Type of Title I School are we?

- All school in the School City of Hobart are school-wide.
- School-wide schools upgrade the entire educational program within a school to meet the needs of the lowest achieving students.
- Resources are targeted on children who are at risk of not meeting the state's high standards.
- Students are identified through multiple assessments.

Will my child receive Title I services?

- Services to children are based on the academic needs of individual children, not the poverty of the child or his or her family.
- Any child who is in academic need can receive services.

What services do they get?

The types of services vary depending on the school.

- READ 180
- System 44
- LLI (Leveled Literacy Intervention) Groups
- Do the Math
- Small Group/Individual

Parent Involvement

Parental involvement is an important component.

Parents are needed for:

- planning
- policy
- participation
- parenting
- program evaluation

Home-School Compact - signed by parent, student, and teacher

ISTEP+

ISTEP+

ISTEP + Tests - English/Language Arts & Math

- Assesses College and Career Reading (CCR) Indiana Reading, Writing, & Math Standards
- Used for Federal Accountability Purposes as reflected in School and District Grade
- ISTEP+ - taken in two parts
- Part 1: March 2-11, 2015 (Paper)
 - Applied Skills includes "open ended" type items, including constructed response, extended response, and writing prompt items
- Part 2: April 27 - May 8, 2015 (Computer)
 - Multiple Choice (Multiple Answers) and Technology-Enhanced

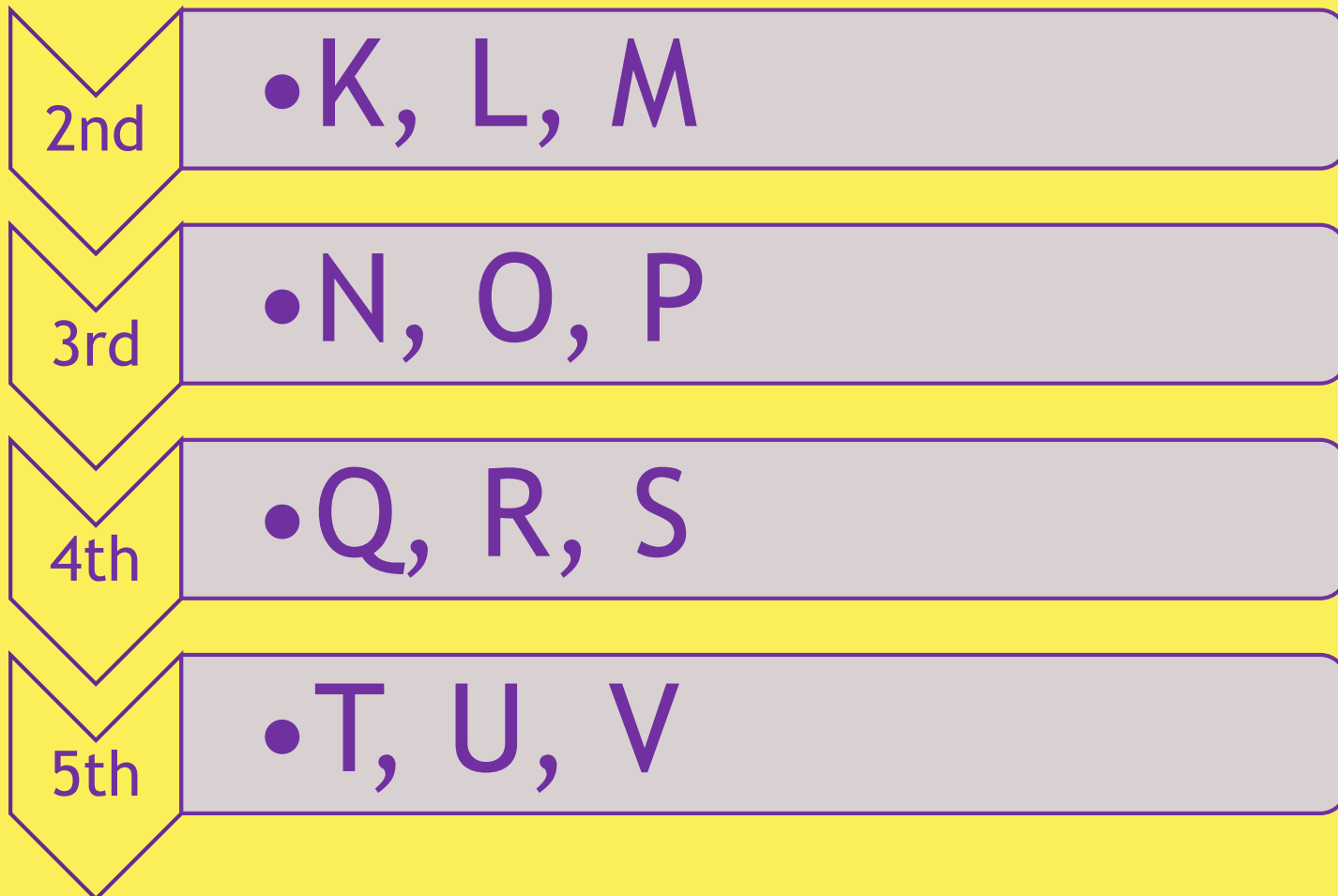
Classroom Expectations

Reading Expectations

- Comprehension
- Nonfiction Reading
- Text Dependent – reading and comparing/contrasting two texts
- Reading Levels

READING LEVELS

Fountas & Pinnell



Lexile

- Your child has a lexile score that indicates what he/she knows or can do with literacy skills and concepts.
- Your child should read books no more than 100 points below or 50 points above his/her lexile.
- Your child's lexile is measured on the SRI (Scholastic Reading Inventory) and SPI (Scholastic Phonics Inventory) assessments.

Lexile Range



Grade 2 420-654

Grade 3 520-824

Grade 4 740-944

Grade 5 830-1014

Book Lists

You can find books within your child's lexile range at:

www.lexile.com

or

www.scholastic.com

Your child's teacher can help you with this, too!

Classroom Expectations

Writing

- Complete Sentences/Paragraphs
- Writing about Passages Read and Using Evidence from the Passages

Math

- Basic Facts
 - Grades 2: +, -
 - Grade 3: +, -, some x
 - Grades 4 and 5: +, -, x, /
- Multiple-Step Word Problems

Classroom Expectations

Working Toward Independence

- Following Multi-Step Directions
- Sustained Effort
- Rechecking/Going Back and Looking for Answers in Text

ISTEP+

More information can be found on the
Indiana Department of Education Website –
<http://www.doe.in.gov/assessment/istep-grades-3-8>

Depth of Knowledge Chart and Vocabulary:
[http://hobart.schoolwires.com/cms/lib/IN01000440/Centri
city/Domain/33/depthofknowledgechart.pdf](http://hobart.schoolwires.com/cms/lib/IN01000440/Centri
city/Domain/33/depthofknowledgechart.pdf)

Reference Sheets:

[http://www.doe.in.gov/sites/default/files/assessment/istep-
grade-4-reference-sheet.pdf](http://www.doe.in.gov/sites/default/files/assessment/istep-
grade-4-reference-sheet.pdf)

[http://www.doe.in.gov/sites/default/files/assessment/istep-
grade-5-reference-sheet.pdf](http://www.doe.in.gov/sites/default/files/assessment/istep-
grade-5-reference-sheet.pdf)

Checking Progress

Use Harmony Parent Portal at:

www.hobart.k12.in.us

Call the school office for help with
username and password!

Khan Academy

Khan Academy is a link under “Cool Tools” on our website. This is a free website that has YouTube video tutorials on almost anything you need.

Click Khan, then Khan Academy, and login using Facebook, Google, or the Parents, start here button.

After School Clubs

Staff members are working on plans for after school programs to help students who need extra help.

IREAD-3

IREAD-3

- Required of All Third Graders
- Indiana House Enrolled Act 1367, also known as PL109 in 2010, designed to ensure all students can read before accessing fourth grade reading/literacy instruction
- Assesses Indiana Academic Standards, specifically those which align to reading skills required at the end of third grade
- Learning to Read vs. Reading to Learn

IREAD-3

- When: March 16-18, 2015
- Results returned end of April
- What happens if a student Does Not Pass?
 - Remediation
 - Retest in Summer (usually the week after school is out)
- A DNP on second test will result in child staying in Grade 3 for another year

Exemptions for Retention Policy

1. Students who have previously been retained two times prior to promotion to fourth grade
2. Students with disabilities whose Case Conference Committee has determined that promotion is appropriate
3. English Learner students whose Individual Learning Plan (ILP) Committee has determined that promotion is appropriate

IREAD-3

More information can be found on the Indiana Department of Education Website – <http://www.doe.in.gov/assessment/iread-3>

Parent Guidance:

<http://www.doe.in.gov/sites/default/files/assessment/iread-3-2014-15parent-guidance.pdf>

Sample Items:

<http://www.doe.in.gov/sites/default/files/assessment/iread-3-item-sampler-v2.pdf>

Parent Involvement

Decades of research show that when parents are involved students have:

- Higher grades, test scores, & graduation rates
- Better school attendance
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior

Any questions?

**Thank you
for coming!**