

# **Title I Parent Handbook**

**2018-2019**



**Madison Elementary School  
3498 Treat Hwy.  
Adrian, MI 49221**

## ***Vision Statement***

*Developing individual excellence through rigor, innovation and personal attention*

## ***Mission Statement***

*Madison School District, in cooperation with our community, will empower each student to develop his or her full potential to be successful in an ever-changing world.*

## **Madison School District Belief Statements**

*We believe:*

- Everyone can learn and has the right to learn in a safe, respectful, supportive, and stimulating environment.
- Motivation, a positive attitude, and acceptance of responsibility are imperative to success in learning.
- Students' learning, attendance, and behavior improve when they are actively engaged in rigorous, relevant, and meaningful work.
- Students need to have adults and peers in their lives that model a strong work ethic, integrity, compassion, commitment, and pride.
- The foundation of education is a partnership that cultivates communication between family, school, and community – *The Madison Family*

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# MADISON SCHOOL DISTRICT

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July 2018

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Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA), which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA), provides federally funded school-wide support to Madison Elementary School. This program, also known as Title I, provides resources to further the achievement of all students. Throughout the school year, we will share important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the staff working with your child, and the assessments he or she will take throughout the course of his or her educational career.

Michigan has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Madison School District. As a Title I School, we must meet federal regulations related to teacher qualifications. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher hold, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

In addition to requesting information about staff, the ESSA legislation includes additional right-to-know requests about assessments. At any time parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
- subject matter tested,
- purpose of the test,
- source of the requirement (if applicable),
- amount of time it takes students to complete the test, and
- time and format of disseminating results.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education (USDE) Web site at [www.ed.gov/essa](http://www.ed.gov/essa). By partnering, families and educators can provide your child with the best education possible.

Sincerely,  
Ryan L. Rowe  
Superintendent

## **What is Title I?**

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) is a federal program that provides school-wide support to Madison Elementary School. This federally funded program provides resources to further the achievement of all students by providing support for their unique educational needs. The goal of Title I, Part A is to ensure that all children have the opportunity to obtain a high quality education and reach proficiency on challenging state academic standards and assessments. To this end, Title I provides a network of supplemental services for students, and serves as a vital link in the challenging educational opportunities for our students.

### **Student Academic Support System**

Our mission at Madison School District is to provide an effective education for all children. We understand that students do not come to us as 'one size fits all' learners, and have different learning styles and rates. In 2008-2009 at Madison, we began implementing a Multi-Tiered Support System (MTSS) in Kindergarten through fifth grade to give all students the opportunity to make adequate academic gains. In order to support all students in a given school we will be using Team Time groups in addition to the regular literacy instruction happening in the classroom. All students will be divided into groups based on skill level in order to meet their reading needs. Our Team Time groups will meet two to four times per week for 30 minutes per day. These groups will be closely monitored and regrouped if necessary every 6-8 weeks based on students' changing needs.

### **Team Time**

Team Time is Madison Elementary's structured mentoring tutorial program (for enrichment and reinforcement) which provides students in Kindergarten through fifth grade with additional strategy instruction and practice. 1<sup>st</sup> – 3<sup>rd</sup> grade students will participate in Team Time. Students will meet in small groups two to four times a week for thirty minutes with classroom teachers and Team Time Leaders. 4<sup>th</sup> and 5<sup>th</sup> grade students who need further remediation will receive researched based interventions from a Title I interventionists. Children in Kindergarten are selected by their classrooms teachers using data and recommended to STARS where they will receive additional reading support.

Students are grouped by teachers and a team analyzing the results of our universal screening data which is collected three times throughout the school year. When a child is placed in their groups, more reading data may be collected to see if the child would benefit from a specific group.

In addition to your child's classroom teacher, one Literacy Specialist and nine interventionists (Team Time Leaders/STARS coordinators) who are highly qualified with each Reading or Math activity. We also have over 40 mentors that assist with our Kindergarten Team Time, STARS. Students work one on one with a trained mentor from our community.

## **School / Family Partnerships**

Over thirty years of research has proven the positive connection between family involvement and student success. Effectively engaging parents in the education of their children has the potential to be far more transformational than any other type of educational reform. Family involvement can be defined in a broad manner. We view it as a continuum of opportunities in which families may choose to participate in order to support their children's education. Schools and teachers are eager to provide parents with concrete and practical suggestions for how they can support their child's education at home. These opportunities may range from communicating with your children about the importance of education and providing a time for homework, to becoming partners in the decision-making process at the school, district, or state level.

Research has shown that the following successes have been found through an effective family involvement model:

- Students perform better academically and have fewer discipline problems
- Students have better attendance and homework completion
- Students have positive attitudes toward school, graduation rates are higher, and they are more apt to enroll in college or vocational institutes
- Students become more responsible adults
- Parents become more knowledgeable of how to support and encourage their children
- Parents understand the curriculum and what their children are learning in school
- Parents discuss their children's school activities, class work, and homework more frequently
- Teachers and administrators recognize the importance of parents in motivating and reinforcing student learning
- Teachers provide interactive homework assignments for families and children to do together

Family involvement is an important aspect of Title I. As a family, you can influence your child's success in school. We encourage you to be actively involved in your child's education. The Parent Involvement Plan for Madison Elementary School was jointly developed with family participation and to meet the combined needs of families, students, and the school.

You can become more involved in your child's education by:

- Joining our school's Parent/Teacher Organization, Madison P.A.T.T.
- Supporting our school's extra-curricular activities.
- Volunteering at our child's school
- Keeping your child's teacher informed about events in your child's life that may affect his/her performance at school
- Attending Parent/Teacher Conferences
- Communicating with your child's teacher by phone, email, or notes

# Madison Elementary School

## Section 1116 Parent and Family Engagement Plan

### 2018 - 2019

*In accordance with Every Student Succeeds Act (ESSA)*  
*Public Law 114-95*

Everyone benefits when schools, families, and the community come together around students to help them succeed. This plan outlines what Madison Schools will do to promote Parent and Family Engagement at Madison Elementary. This plan will be updated annually with input from our families and school community. Our plan is broken into four parts:

- Policy Involvement
- Shared Responsibilities
- Building Capacity
- Accessibility

Madison Elementary School is dedicated to involving parents in all aspects of their child's education. Parents, staff, and the building administrators have developed this Parent and Family Engagement Plan in accordance with ESSA Section 1116 activities which are accomplished at Madison Elementary School in the ways listed in each section.

ESSA Section	Ways in Which Madison Elementary Staff Accomplish these Activities
<b>1116(c) POLICY INVOLVEMENT.</b> - Parents must be involved in creating and updating the Title I Parent and Family Engagement Plan.	
<b>1116(c)(1)</b> convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;	<p>An annual meeting is held which includes information for parents to review and solicit input on the Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• <i>Hold annual school-wide Title I Meetings at the beginning of both the balanced and traditional school year that all parents are invited to attend.</i></li> <li>• <i>The purpose of the meeting will be to share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful.</i></li> <li>• <i>Parents will be notified of the meeting at the beginning of the school year, through the Trojan Talk school newsletter, through letters mailed for students eligible for services, and by instant alert informing them of time to come for the Open House &amp; Title I meeting.</i></li> </ul>

<p><b>1116(c)(2)</b> offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:</p> <ul style="list-style-type: none"> <li>• <i>Curriculum Nights (childcare provided)</i></li> <li>• <i>Parent Workshops (childcare provided)</i></li> <li>• <i>Parent/Teacher Conferences</i></li> <li>• <i>PATT Activities</i></li> <li>• <i>Flexible IEP/Student Study Team times</i></li> <li>• <i>Contact with counselors</i></li> <li>• <i>Family Fun Nights/Breakfast with My Child</i></li> <li>• <i>Annual Title I Meeting</i></li> <li>• <i>Student Study Team Meetings</i></li> <li>• <i>Help facilitate Lenawee Transportation bus to parents who need transportation for parent meetings.</i></li> </ul>
<p><b>1116(c)(3)</b> involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;</p>	<p>Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Reviewing the Parent and Family Engagement Policy at the Annual Title I Meeting</i></li> <li>• <i>Posting the Parent and Family Engagement Policy for parents to review during fall conferences in a visible location.</i></li> <li>• <i>Hold 2-way conversations with parents during PATT meetings throughout the year. Reviewing suggestions and comments at RtI/MTSS conferences. Acting on these suggestions made by stakeholders as appropriate.</i></li> <li>• <i>Reviewing and discussing Parent Compacts at fall conferences</i></li> <li>• <i>Conducting a Parent Survey at spring conferences for all parents</i></li> <li>• <i>Reviewing and revising the Parent and Family Engagement Policy to incorporate suggestions based on the Parent Survey results</i></li> <li>• <i>Holding a parent meeting mid-year at flexible times (morning and evening) to review the Title I program, parent/family engagement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent/family engagement policy.</i></li> <li>• <i>Expanding all avenues of communication with parents (school newsletter, classroom newsletters and websites, District publications and website) to increase parent involvement in the School-Title I program</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>MTSS Committee to offer suggestions of how to improve the program and what other things parents may like to see as part of the program</i></li> </ul>
<b>1116(c)(4)(A)</b> provide parents of participating children timely information about programs under this part;	<p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Hold an annual school-wide Title I Meeting at the beginning of the school year</i></li> <li>• <i>Curriculum Nights (childcare provided)</i></li> <li>• <i>Parent conferences (fall/spring/additional conferences upon parent request)</i></li> <li>• <i>School/Classroom/District Newsletters</i></li> <li>• <i>Progress Reports and Report Cards</i></li> <li>• <i>District Web Site – Policy and Compact available on website</i></li> <li>• <i>Telephone Calls/E-mail correspondence</i></li> <li>• <i>Parent-Student Handbook</i></li> </ul>
<b>1116(c)(4)(B)</b> provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards;	<p>Parents are provided information about the school’s curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Hold an annual school-wide Title I Meeting at the beginning of the school year</i></li> <li>• <i>Curriculum Nights (childcare provided)</i></li> <li>• <i>Parent conferences (fall/spring/additional conferences upon parent request)</i></li> <li>• <i>School/Classroom/District Newsletters</i></li> <li>• <i>Progress Reports and Report Cards</i></li> <li>• <i>District Web Site – Policy and Compact available on website</i></li> <li>• <i>Telephone Calls/E-mail correspondence</i></li> <li>• <i>Parent-Student Handbook</i></li> <li>• <i>Grade Level Curriculum booklets at Open House and/or fall conferences</i></li> <li>• <i>Initial assessment and Diagnostic Assessment data shared with families</i></li> </ul>
<b>1116(c)(4)(C)</b> provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Include School-Wide Title I as a monthly agenda item at PATT. Utilize parent feedback to revise and update our School-Wide Title I program to meet the needs of all parents and students. Share suggestions and comments with all stakeholders and act on suggestions as appropriate.</i></li> <li>• <i>Conduct a Parent Survey at spring conferences for all parents</i></li> <li>• <i>Holding a parent meeting mid-year at flexible times (morning and evening) to review the Title I program, parent/family engagement policy and ask for suggestions</i></li> </ul>



suggestions as soon as practicably possible	<p><i>for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy.</i></p> <ul style="list-style-type: none"> <li>• <i>Parent conferences (fall/spring/additional conferences upon parent request)</i></li> <li>• <i>Telephone Calls/E-mail correspondence between parents, teachers and school</i></li> </ul>
<b>1116(c)(5)</b> if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.	<p>If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> <li>• <i>All comments indicating parent's dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the DPS' Federal, State Compliance Office and the Office of Parent Involvement. If the issue is not resolved by the District's Title I Director, the complaint will be forwarded to the Superintendent.</i></li> </ul>
<p><b>1116(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.</b>—As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.</p>	
<b>1116(d)(1)</b> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions	<p>The Parent/School Compact was developed:</p> <ul style="list-style-type: none"> <li>• <i>The Parent/Teacher/Student compact is developed with the parent organization - PATT, School Improvement Team (including parent representation), and with Student Council members. This compact is reviewed annually. Revisions are made based on the fall conference Parent Survey results and additional suggestions provided by parents, faculty and students. Refer to the latest compact to note the responsibilities for parents, students, and staff.</i></li> </ul>

relating to the education of their children and positive use of extracurricular time;	
<b>1116(d)(2)</b> address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:	<p>The compact must address ongoing communication between teachers and parents.</p> <ul style="list-style-type: none"> <li><i>The Parent/School Compact will be sent home at the beginning of the school year, then revisited and discussed with parents annually at parent-teacher conferences. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.</i></li> </ul>
<b>1116(d)(2)(A)</b> parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;	<p>The compact must be discussed at parent/teacher conferences at least annually.</p> <ul style="list-style-type: none"> <li><i>The Parent/School Compact will be sent home at the beginning of the school year, then revisited and discussed with parents annually at parent-teacher conferences. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.</i></li> </ul>
<b>1116(d)(2)(B)</b> frequent reports to parents on their children's progress;	<p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> <li><i>Report Cards (December, March, June)</i></li> <li><i>Progress reports available on an as-needed basis</i></li> <li><i>Parent Teacher Conferences (fall, spring, additional conferences available upon request)</i></li> <li><i>Inform parents of Initial, Diagnostic, and Progress Monitoring scores on an as-needed basis</i></li> <li><i>Daily Take Home Folders</i></li> <li><i>Student Study Team meetings</i></li> </ul>
<b>1116(d)(2)(C)</b> reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;	<p>School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:</p> <ul style="list-style-type: none"> <li><i>PATT (Parent Teacher Organization)</i></li> <li><i>Room Parents &amp; Helpers</i></li> <li><i>Classroom Volunteers (with background check approval)</i></li> <li><i>Provide teacher contact information in handbook, grade level expectation guide, website, newsletters</i></li> <li><i>Chaperones for field trips</i></li> <li><i>Book exchange parent helpers</i></li> <li><i>Room observations as requested by parents</i></li> </ul>

<p><b>1116(d)(2)(D)</b> ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.</p>	<p>Ensure meaningful, two-way communication in a language that parents can understand.</p> <ul style="list-style-type: none"> <li>• <i>Bilingual interpreter, as needed, for all parent contacts and documentation</i></li> </ul>
<p><b>1116(e) BUILDING CAPACITY FOR INVOLVEMENT.</b>—To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part</p>	
<p><b>1116(e)(1)</b> shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;</p>	<p>School staff annually shares the State's content expectations with parents, the state's annual assessment (M-Step) with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> <li>• <i>Parent Conferences (fall, spring, additional conferences available upon request)</i></li> <li>• <i>Parent copy of Grade Level Expectation Guides provided at Open House and/or at conferences</i></li> <li>• <i>Provide parents with specific ways to support their child during Student Study Team meetings</i></li> <li>• <i>Local assessment information (Initial, Diagnostic, and Progress Monitoring) shared with parents at conferences</i></li> <li>• <i>Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents as appropriate.</i></li> <li>• <i>Classroom teachers and Title I staff are available at conferences to provide information and answer questions about assessments</i></li> <li>• <i>Curriculum Nights: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential.</i></li> </ul>
<p><b>1116(e)(2)</b> shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as</p>	<p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:</p> <ul style="list-style-type: none"> <li>• <i>Curriculum Nights (childcare provided)</i></li> <li>• <i>School/Classroom/District newsletters</i></li> <li>• <i>District publications</i></li> <li>• <i>District Website – provides parents with materials and resources to help their child achieve success</i></li> <li>• <i>School and classroom websites</i></li> <li>• <i>Lenawee Great Start Program</i></li> <li>• <i>Provide internet access for parents at school</i></li> </ul>

appropriate, to foster parental involvement;	
<b>1116(e)(3)</b> shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;	<p>On-going professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> <li>• <i>Staff will attend workshops and implement new ideas for effective parent communication.</i></li> <li>• <i>When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.</i></li> <li>• <i>Parent Involvement information and strategies will be included in faculty meetings and Madison Memos.</i></li> </ul>
<b>1116(e)(4)</b> shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;	<p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> <li>• <i>Open House</i></li> <li>• <i>Transition to Kindergarten: activities to educate preschool parents, families of students in LISD classrooms, and community stakeholders on Kindergarten expectations</i></li> <li>• <i>Parent Volunteers (with background check approval)</i></li> <li>• <i>Family Fun Nights – academic and enrichment</i></li> <li>• <i>PATT</i></li> <li>• <i>Lenawee Great Start Classroom</i></li> <li>• <i>Family Breakfasts – Breakfast with My Child</i></li> </ul>
<b>1116(e)(5)</b> shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <li>• <i>Daily Take Home Folders</i></li> <li>• <i>School/Classroom/District Newsletters written in a language parents can understand</i></li> <li>• <i>Bilingual interpreter, as needed, for all parent contacts</i></li> <li>• <i>Accommodations for hard of hearing parents</i></li> </ul>

practicable, in a language the parents can understand;	<ul style="list-style-type: none"> <li>• <i>Information provided on district website and/or classroom websites</i></li> </ul>
<b>1116(e)(14)</b> shall provide such other reasonable support for parental involvement activities under this section as parents may request.	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <li>• <i>Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement</i></li> </ul>
<b>1116(f) ACCESSIBILITY.</b> —In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.	

## **Parent Volunteers**

Madison Elementary welcomes parent volunteers! Each year we have many volunteers in classrooms, on field trips, and at special events. We have a parent liaison as an active member of the School Improvement Team. Additionally, the Multi-Tiered Systems of Support Committee (MTSS Committee), asks for parent volunteers to assist in the Madison Elementary faculty and staff to evaluate, monitor, and plan our Title I programs. If you have an interest in volunteering, please provide your information on the volunteer application that may be obtained in the elementary office.

## **Other Supports and Resources**

There are many supports and resources offered on the Madison School District website. The Title I page has links to further information and helpful academic resources that can be accessed from home. If you should have any further questions, please contact Mrs. Abby Miller, our Title I Director at 517-263-0173 ext. 145.

## Student/Teacher/Parent Compact

Each Title I school develops a School Parent Compact. Madison Elementary staff and administrators commit to communicating your child's achievement goals, schedule parent meetings at convenient times, and use your suggestions to improve our home-school partnership and to improve family participation. The Compact is jointly developed and annually reviewed with Madison families, teachers and students.

## Annual Title I Meeting

Parents will be invited to an annual Title I fall meeting to discuss Title I program supports and all aspects of the Title I program. Parents will be informed of instructional objectives, Title I Team Time, and supports available in the building. At the fall conference, the written Title I Parent Policy (developed after consultation with and reviewed by parents) will be made available.

**Madison Elementary School**  
**2018-2019**  
**STUDENT/TEACHER/PARENT COMPACT**

**STUDENT AGREEMENT**

It is important that I work to the best of my ability. I will do my best to:

- Follow school expectations: Be Respectful, Be Responsible, Be Safe.
- Be at school on time every day.
- Do my part in keeping my school safe and clean.
- Take responsibility for making good use of learning in my classroom and doing my homework.
- Do the best job I can.

**TEACHER AGREEMENT**

I will do my best to:

- Model school expectations: Be Respectful, Be Responsible, Be Safe.
- Provide a classroom environment that is clean and encourages learning.
- Provide effective discipline and positive reinforcement in the classroom.
- Make efficient use of classroom time.
- Provide for individual student needs.
- Provide information regarding student progress to both students and parents frequently.
- Teach students strategies to succeed.
- Maintain communication with my students and their parents in order to support student learning.

**PARENT AGREEMENT**








I will support my child by doing the following:

- Model school expectations: Be Respectful, Be Responsible, Be Safe.
- I will see that my child is at school, on time and ready to learn, every day.
- Set aside a time and place each night to complete homework and share daily experiences.
- Expect your child to do their best and provide the support they need.
- Encourage work completion to the best of your child's ability.
- Support the school and its efforts to maintain appropriate discipline.
- Support the partnership of learning between the home and the school – seek to understand.
- Show, model and encourage my child regularly so that s/he knows that school is important.
- Read all school communications. Respond to them when indicated.



# Reading Strategies

The following reading strategies are used by all readers regardless of age or ability. When a reader comes across a word he/she does not know, a balance of these strategies will help in the problem solving process.

-  I can listen to see if the word makes sense.
-  I can go back and reread.
-  I can get my mouth ready to say the word.
-  I can look at the first letter and the last letter of the word.
-  I can put in a word that makes sense (guess and check).
-  I can look for something I know.
-  I can read on, reread, and check.

From reading with your child, it is important that you articulate what you notice they are doing. Often they are not aware of the strategies they are using even when they can demonstrate them. When they hear feedback for using their strategies, they begin to internalize them even deeper and good habits develop.

## Try this...

Say, "You did something good readers do, you..."

Stopped to check because it didn't make sense

Checked the picture

Reread the sentence

Got your mouth ready by saying the first sound out loud

Tried by yourself

Checked the word to see if it looked right

Recognized a "chunk" in that word

Kept working until you got it right

Used the first and last sounds in the word

Go a guess and then checked to see if it looked right, sounded right, or made sense

# Finding Appropriate Books

When readers read books at an easy level, fluency (rate of reading) increases.

When students read books at an instructional level, new learning occurs.

When readers read books that are too challenging, they are forced to rely on inefficient reading strategies (ex. sounding out only) and both fluency and comprehension break down.



Many of the books your child is reading at school have been selected from our school resource library. These books have been carefully leveled according to various text features within each book. The features are considered either "supports" or "challenges." For example, a book at the earlier level may have pictures that match the text, fewer words on a page, and predictable word patterns. A fluent level book may have pictures that extend the content, less predictable word patterns, smaller print, or more words per page. Because of this leveling system, we can choose books that will match the reader's understanding of reading strategies and their instructional level.

When you choose books to read with your child from either the library, the bookstore, or your home collection, it is important that you choose them carefully. It is not necessary, however, to understand all the leveling features before choosing books for your reader. The following tips will help you make more appropriate choices:

- Have your child read a few lines of text. If three or more words in twenty are missed (or more than 90%), the text is too hard. Read this book to your child.
- If about one or two in twenty words are missed (or 90-95%), this is a good book for practicing strategies and improving reading. Some support from you will be needed.
- If only one error (or no errors) exist in twenty words (or less than five in 100) this is an independent book and will help your child become more fluent. This book can be read alone.

- While choosing independent reading books in class, some students use the "Five Finger Rule." Using their fingers, they count the errors on a page of text as they read. If more than five errors occur, the book is too hard. This works best for books with two lines of text or more per page.

Remember: If your reader is able to use a balance of strategies (see reading strategies), he/she will benefit from reading the book. If the rate of reading slows down dramatically, sounding out is necessary for most words, and comprehension decreases the book is too hard and can actually *slow down reading progress*. Enjoy reading the harder books together! Research shows students through high school love to be read to!

## Focus on Comprehension



### Strategies

The following information on comprehension strategies is from *Strategies That Work*, by Stephanie Harvey and Anne Goudvis.

#### Making Connections

Readers pay more attention when they relate to the text. Readers may naturally bring their prior knowledge and experience to reading, but they comprehend better when they think about the connections they make between the text, their lives, and the larger world.

#### Asking Questions

Questioning is the strategy that keeps readers engaged. When readers ask questions before, during, and after reading, they clarify understanding and forge ahead to seek answers and make meaning.

#### Visualizing

Active readers create visual images in their minds based on the words they read in the text. The pictures they create enhance their understanding and change as new information is obtained.

#### Drawing Inferences

Inferring is at the intersection of taking what is known (prior knowledge), gathering

clues from the text, and thinking ahead to make a judgment, discern a theme, or speculate about what is to come.

#### Determining Important Ideas

Thoughtful readers grasp essential ideas and important information when reading. Readers must differentiate between less important ideas and key ideas that are central to the meaning of the text.

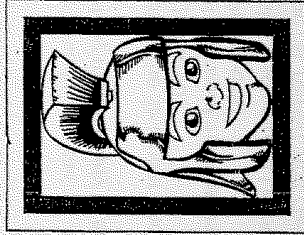
#### Synthesizing Information

Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. Reviewing, sorting and sifting important information can lead to new insights that change the way readers think.

#### Repairing Understanding

If confusion disrupts meaning, readers need to stop and clarify their understanding. Readers may use a variety of strategies to "fix up" comprehension when meaning goes awry.

Madison Elementary School



## Reading Strategies that Work!!!

**Mission Statement:** Our mission, in partnership with parents and the community, is to provide a safe and respectful environment where all children have the opportunity to grow emotionally, socially, and academically. We believe that upholding high standards for students and staff will build lifelong learners.