

Parent/Family



TITLE I

Parent and Family Engagement Meeting 2022-2023  
Venture Academy

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# What is Title One?



Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

(<https://www2.ed.gov/programs/titleiparta/index.html>)



# Targeted Assist?



- ★ Funding is provided for LEAs that have more than 10 children, or at least 5%, living in poverty.
- ★ Ensures that ALL children meet challenging state academic standards.
- ★ Helps close educational achievement gaps.
- ★ These LEAs work with students identified as “at-risk” and provide small group interventions.



# Curriculum and Interventions

- We support CIA through professional development both in-house and off-campus.
- We use evidence-based curriculum and strategies.

## Three Tiers of instruction



**Tier I** - general education that **ALL** students receive

**Tier II** - small group (4-6) interventions to support student improvement and achievement with the general education curriculum

**Tier III** - individual or small group (1-3) interventions with more intensity, based on data, to target specific skill deficits in order to close achievement gaps



# Teacher and Paraprofessional Qualifications

Teacher and paraprofessional qualifications are open public record. ESSA Pub. L. No. 114-95, Sec 1112)e)(1)(A)

Paras need 60+ quarters hours of college credit, an Associates degree, or Paraprofessional Praxis test.

Utah Teacher Search at:

<https://cactus.schools.utah.gov/PersonSearch>



# Parent and Family Engagement



Research tells us that students with **engaged parents and families**, are more likely to:

- Learn to **read faster**.
- Have **higher grades** and test scores.
- Are **promoted** and take more challenging classes.
- **Adapt** better to school and have better attendance.
- Have better **social skills** and **behavior**.
- **Graduate**.

View and discuss:

1. [Title I Parent and Family Engagement Policy](#)
2. [Venture Parent-School Compact](#)



# Set Aside Time for Family Reading



*There is no App to replace your lap!*

## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



90<sup>th</sup> percentile

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



50<sup>th</sup> percentile

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



10<sup>th</sup> percentile

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)



# DYAD Reading

## Reading Aloud to Your Child

Reading aloud to children has been called the single most important activity for helping kids become successful readers. Children who are exposed to reading aloud hear new words, learn about the world, master written language, and see the connection between words that are spoken and text on a page.

### Stories & Novels

Talk about the characters, where and when the story takes place, what problems the characters are experiencing, and predict what will happen next.

### Informational Text

Talk about what was read - when it happened, what took place, who was involved, why it happened, and how it unfolded. Summarize the main ideas.

Discuss your child's instructional reading level with his/her teacher. Use grade level texts for students in first grade. For students in grades 2-6, use materials about two grade levels above the current grade level.



Share one book  
Sit side-by-side



**Two voices -**  
Adult's voice a little louder  
and faster than the child's



**Track with one finger**  
beneath the text



**Eyes on words -**  
Not too fast, not too slow



**Write down**  
unknown words and  
talk about them

Read at least 3 times per week for 30 minutes each session and **Have Fun!**

[DYAD Reading Video](#)



# The Importance of

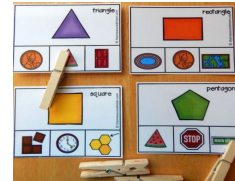


A child's math knowledge at the start of kindergarten predicts later academic achievement better than early reading or attention skills.



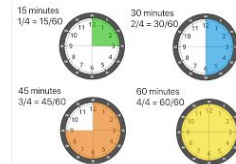
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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Math is measuring, sorting, building, noticing patterns, making comparisons, and describing the environment, as well as counting and knowing the names of shapes.



Parents' mindsets about math influence children. Growth mindset is very important in supporting children to become mathematicians.

You can foster a positive attitude toward math: Find math activities that YOU enjoy and feel confident doing.



# Build Math Into Your Daily Routines



Bake or cook with your child.

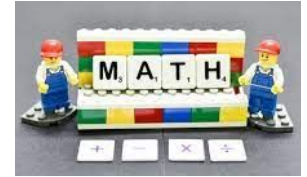


Talk about shapes (geometry) in a child's environment.



Measure, count and record everyday items such as stairs, minutes, utensils, etc.

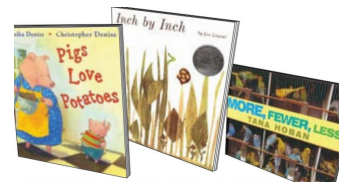
Build something together using legos, building toys, or boxes.



Math Games!



Mix math into bath time or bedtime reading.



# Questions?

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## More resources to support your child:

### READING IDEAS

[Building Readers Utah Parent handbook](#)  
[University of Utah Reading Clinic Parent Page](#)  
[Early Literacy Resources in Utah](#)

### MATH IDEAS

[5 Ways to Build Math into your child's Day](#)  
[Scholastic Parent Guide to Making Math Fun](#)