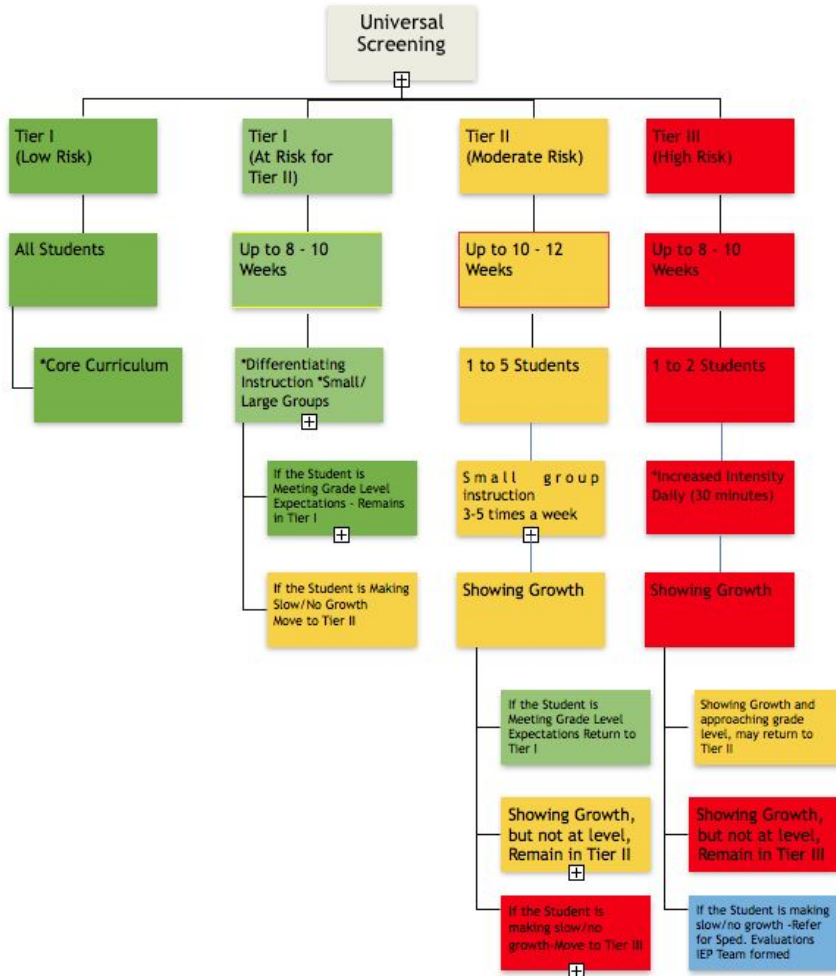


# Stratton School

Title I Parental Involvement  
2019-2020

Response To Intervention Process Map



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We always welcome parent participation, feedback, and involvement. Feel free to contact Mr. London or Mrs. Carnahan at the school office or emailing [blondon@strattonschool.org](mailto:blondon@strattonschool.org) or [ccarnahan@strattonschool.org](mailto:ccarnahan@strattonschool.org).

**Title I Policy Statement:**

Stratton School, in accordance with Flagstaff RSU's Board Policy, encourages parental involvement in all school activities and programs to promote successful experiences for parents and students.

**Communication:**

Parents are informed by letter if their child is eligible for Title I services, receive trimester reports informing them of their child's goals and academic progress, and invited to activities throughout the year that give them a better understanding of what is expected of their child and the type of instruction their child is receiving. Parents are given tools to work with their children in areas of reading and math. Activities that occur to meet the school's Title I parent involvement requirements are: [notations are aligned to Sec. 1118(b)-(e) School Level Parent Involvement.]

- Open House/Conferences
- Parent Information Nights for all students (e)(2), (c)(2)
- Celebration of Learning (e)(2), (c)(2)
- Website/Facebook (b)(1)

**Open House/Conferences (Fall):**

Title I Parents are provided a notice to meet with the Title I staff during the Open House to discuss Title I services and ways to be involved. Parents have the opportunity to meet with Title I staff and receive information regarding activities that Title I provides in the classroom setting. Feedback between parents and staff is encouraged through phone calls and emails.

**Parent Surveys:**

In the fall and spring, parent surveys are provided for parents to express ideas and feedback for the Title I staff. The information gained is synthesized to better provide for the Title I services.

**Celebration of Learning:**

In the spring, parents and family are invited to participate one afternoon to view student work portfolios and demonstrations of education that has occurred throughout the year. Parents are encouraged to visit with teachers and the Title I teacher to offer/receive feedback of student learning.

**Monthly Newsletters:**

A principal's newsletter goes home monthly. The purpose of the newsletter is to inform parents of upcoming student and parent activities that will occur in our school. Newsletters are also used to inform parents of pertinent information regarding parental involvement and ways to increase student achievement.

**Website:**

Stratton School has a website and FB page. Title I is in the process of developing a page which will post upcoming events, the parental involvement policy, and a list of suggested books to read by grade level and/or by a child's specific reading level. There will be linked learning sites for both literacy and math that children and parents can do together, as well as a link to the Maine Department of Education website.

**What is RTI?**

Response to Intervention (RTI) is a state recognized educational model that is used to help all children achieve success. Title I is just one of the interventions used to accomplish this. Stratton School believes in providing interventions to students who are not meeting the standards. While research has shown that approximately 80% of students are successful in the general education classroom, all children are unique. Individual learning styles and processes require different strategies and materials in addition to what is being utilized in the classroom.

In order to provide the most effective education for ALL children, we believe we must look at the individual needs of EACH child. Here, we implement a three-tiered approach with varying levels of support. Every student starts in Tier I where classroom teachers use strategies and additional materials as well as differentiate instruction so each child can be successful.

If students are not successful in Tier I, they will be referred to Tier II. Here is where Title I assistance is included. Most children respond well to Tiers I and II, and are successful in meeting standards with minimal supplemental help.