



School Partnership Summit

WHAT IS TITLE 1?

Title I is a federal grant that provides supplemental funding to schools with higher poverty rates. Traditionally, poverty rates are determined by the percentage of students within a school who qualify for free or reduced lunch priced meals.

The purpose of Title 1:

Provide ALL children the opportunity to receive a fair, equitable, and high-quality education and close educational achievement gaps.

Title 1 Services provided:

Additional staff to provide social work services, academic support, small group instruction, and professional development to improve the quality of teachers to meet the needs of students, as well as additional materials, supplies, and resources to support learning.

EVSC Title 1 Schools

AIS Diamond (MS/HS)
Caze Elementary School (K-5)
Cedar Hall Community School (K-8)
Delaware Elementary School (K-6)
Dexter Elementary School (K-5)
Evans Community School (K-6)
Fairlawn Elementary School (K-5)

Glenwood Leadership Academy (K-8)
Lincoln Community School (K-8)
Lodge Community School (K-8)
McGary Middle School (6-8)
Tekoppel Elementary School (K-5)
Washington Middle School (6-8)



HOW TO VOLUNTEER IN THE EVSC

Volunteer opportunities abound within the Evansville Vanderburgh School Corporation. Below is a list of activities in which volunteers can participate.

- Read to students
- Serve as math, reading, or writing tutors
- Assist at popcorn days at elementary schools
- Help teachers design classroom and bulletin boards
- Speak to classes about educational background and career
- Visit with students during recess time
- Volunteer at the PTA Clothing Bank "Hangers" located at AIS Diamond
- Volunteer at Teacher Locker, a supply resource for teachers
- Join the Parent/Teacher Association (PTA/PTSA)
- Participate in job shadowing
- Chaperone field trips

Websites with more information:

district.evscschools.com/school_info/volunteer_in_our_schools

district.evscschools.com



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GLOSSARY OF EDUCATION TERMS

504 Plan

A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Academic Performance Index (API)

A statewide ranking of schools based on student test scores. Most schools have an API, a state ranking, and growth targets for the following year.

ASD (Autism Spectrum Disorder)

A neurodevelopmental disorder with symptoms that can vary widely (i.e., across a wide spectrum) but are typically characterized by challenges in social-communication, repetitive and/or restricted behaviors and interests as well as sensory sensitivities.

At-risk student

Students may be labeled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems.

Community-based learning

Students, faculty, administrators, and community members working together to create new learning opportunities within local communities but generally outside traditional learning institutions.

English language learner (ELL)

A student who is age 5 or older and who is learning English as a second language.

English as a second language (ESL)

An approach in which students who are not native English speakers are mainly taught in English. It focuses on language skills rather than content.

Free/reduced-price meals

A federal program that provides food for students from low-income families.

Inclusion (or mainstreaming)

Placing students with disabilities in regular classrooms.

Individual Education Program (IEP)

A written educational plan for a student that outlines specific academic and functional (e.g., communication, social, leisure, self-regulation, etc.) goals and objectives to be achieved, identifies specific special education services that the school will provide for the student.

Mentor

A role model who offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored.

MOU (Memorandum of Understanding)

An agreement between two or more entities expressing an intended partnership through collaborative activity. A MOU is important because it allows each party to clearly state their objectives and what they expect from one another.

Neurotypical

People who have brains that function in a similar way to most of their peers.

Neurodivergent

A person whose brain processes information in a way that is not typical of most individuals.

Professional Learning Community (PLC)

A team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

Positive Behavioral Interventions and Supports (PBIS)

a framework for supporting whole school practices (school-wide) to promote a safe school setting by supporting the social, learning, behavioral, and emotional needs of all students both with and without individualized education programs (IEPs).

PTA

A nonprofit organization of parents, teachers, students, and others that encourages parental and public involvement in the schools, advocates for children and assists parents in developing parenting skills.

School Improvement Program (SIP)

A tool to improve instruction, services, school environment, and organization at school sites according to plans often developed by school site councils.

School site council

A group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds.

Socioeconomically disadvantaged

Students who participate in the federally funded free/reduced price meal program because of low family income or whose parents do not have a high school diploma.

Social-emotional learning (SEL)

The process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

Special education

Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style

Sources for the definitions above include: Ed-Data, Ed Source, School Wise Press, SEDL and Wikipedia.



HARVARD TIER APPROACH

Tier 1: Churches approach schools with a solution they'd like to provide, and provide it.

- Examples:
 - Backpacks
 - Food boxes
 - School supplies
- Strengths:
 - Easy, doesn't require communication or partnership
- Weaknesses:
 - Doesn't reflect the school's true needs, doesn't prioritize school priorities

Tier 2: Churches approach schools, ask what solutions they need, then provide those.

- Examples:
 - All of the above, you just asked first
 - Treats for teachers (that they asked for)
- Strengths:
 - Make yourself an asset to the school, prioritize their needs
- Weaknesses:
 - More difficult, requires churches to search for wins and overlap

Tier 3: Churches and schools collaborate to solve systemic, structural issues

- Examples:
 - Churches provide staffing assistance and mentors. Churches host intentional listening sessions.
- Strengths:
 - Deep integration with school, deep impact on larger systemic problems
- Weaknesses:
 - This is the hardest work of all. You're going to bump into problems that just don't have easy solutions.

STEPS TO BEGINNING A SCHOOL-CHURCH PARTNERSHIP

Before you determine what your partnership should look like:

1. Find out what the principal's dreams are for their school, what the school's assets are, and what their highest priority needs are. Coordinate a meeting with the principal and/or community liaison to discuss the dreams they have for their school.

Sample email to Principal

Dear Mr/Mrs. Principal,

Hi! My name is Nicki Blythe and I am the Community Partnership Director at Blue Grass Church.

I am reaching out in order to discuss the possibility of building a partnership between Blue Grass Church and [school name].

I would love to sit down with you and your [AP, VP, Social Worker, Site Coordinator] in the next week or so, provide you all lunch, and chat about how Blue Grass Church can best partner with your staff, students, and families.

Thank you for taking the time to consider a partnership between Blue Grass Church and [school name]. I am looking forward to the opportunity. Feel free to respond to my email or give me a call at XXX-XXX-XXXX.

All the best,

Nicki Blythe

2. Build trust by starting small and dreaming big. Under-promise and over-deliver.

3. Look for ways to serve the school that will build a long-term relationship but will also empower the children, parents, and staff to eventually become all God has created them to be rather than creating dependence on you.

Look for ways to increase parent involvement as much as possible. While a common stereotype of a low-income parent is that he/she doesn't want to be involved in the child's schooling, often that's not the case.

- Sometimes he/she doesn't feel welcome; instead, he/she feels judged. Work with the teachers and staff on ways to overcome this.
- Other parents have difficulty being at the school during school hours because of long work hours or conflicting shifts. Be creative with ways for these parents to be involved
- One thing you should know up front: low-income schools often don't have a PTA.

WHY PARTNER WITH A SCHOOL?

1. **Not to Convert but because We are Converted**

2. **The Example of Jesus ministering to people at the “intersection of the community” like the well, the Temple, etc. The school is the intersection of modern-day communities.**

3. **The Need**

- a. 1 out of 5 children in the US lives in poverty.
- b. 2 out of 5 children in the US live in a single-parent home.
- c. American children are more likely to be murdered, poor, pregnant, drug-dependent, or incarcerated than the children of any other industrialized country.
- d. Their ability to learn is seriously impaired if they do not have a relationship with at least one adult who cares.

4. **The Potential Impact**

- a. Impact on individual children: Hope, academics, self-esteem, greater chance of high school graduation, reduction in discipline problems, truancy, crime, pregnancy, drugs/alcohol, etc.
- b. Impact on individual families: Hope, less stress, help with other needs you'll discover after you've established trust.
- c. Impact on the whole community: Hope, lower crime, healthier community members, connection point into the greater community.

5. **The Benefits for Your Congregation**

- a. This is something that's scalable to any size church.
- b. A huge variety of gifts can be used (e.g. administrative, relational, prayer, encouragement, acts of service, etc.) so most people in your congregation are likely to find something that fits their SHAPE.
- c. Your service builds trust with the families, the school, the school district, the city, local businesses, etc. for future outreach opportunities.

Kids Hope USA's An Introduction booklet



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