

# Annual Federal Programs Meeting

2023-2024

Piqua City Schools

We welcome your questions and input! We want to make sure that you leave informed about the Title I program and know what opportunities we provide for families to be involved.

# Title I



# What is a Title I School?

- Title I was enacted in 1965 under the Elementary and Secondary Act. It was amended by the Every Student Succeeds Act (ESSA). It is the largest Federal Assistance Program for our nation's schools.
- The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and to achieve proficiency on high academic standards.
- Title I provides federal funds through the Ohio Department of Education to schools with at least 40% of the student population receiving free and reduced meals.
- Piqua has three buildings that are served by Title I funding:
  - Springcreek Primary Elementary
  - Washington Primary Elementary
  - Piqua Central Intermediate School

# Title I funds at PCS are applied to:

- Supplementing programs that are already in place in schools, with the goal of providing all students with equal opportunity for achieving academic success
- Hiring teachers and other support staff
- Purchasing supplemental instructional materials, resources and educational programs
- Providing resources for our Parents as Teachers program, conducting parent activities and workshops that focus on how schools and families can partner together to support students
- Providing professional development to teachers and staff

# How PCS Participates in Title I:

- Support teacher teams with General Education instructors to provide student support-
  - Reading and Writing through the Balanced Literacy Approach
  - Use of Readers and Writers Workshop, an evidence-based literacy program
  - Leveled materials and resources to meet the needs of all learners
  - Continuous assessment of student progress in literacy
- Parent Engagement and Family Nights
  - Families are provided with guidance on how to read student data and resources on how to help their student reach literacy goals
- Parents as Teacher Resource Center as well as parent resource centers in each served building

# Title I Schoolwide Requirements

- A comprehensive Needs Assessment of each Title I served school based on the performance of children in relationship to state content standards
- Schoolwide reform strategies that are evidence-based and focused on student growth and proficiency
- Address the needs of all children (low achieving students, ELS, migrant, Low Income, etc.)
- Instruction by highly-qualified teachers
- High quality and ongoing professional development
- Strategies to attract high-quality and highly-qualified teachers
- Ways to increase parental involvement
- A focus on the use of academic assessments to guide instruction for individual students
- Assistance for all students who have difficulty in mastering content standards

# Schoolwide Goals for PCS

- By 2024, 80% or more of students will demonstrate proficiency on Ohio State ELA assessments, with a 10-15% increase in each year.
- An Ohio State Test rating growth of 10-15% in 2021, 2022 and 2023 English Language arts
- A proficient rating growth of 10-15% on approved vendor assessments in 2023, 2023 and 2025
- 100% of ELA teachers will utilize the short-cycle assessments designed to gauge student understanding and provide instructional guidance for teachers
- 100% of teachers will utilize the Balanced Literacy approach of instruction
- By 2023, 100% of students in Grade K-6 will be assessed using Standards-Based measures that focus on student mastery of content standards
- 100% of students K-6 will be at Grade Level as measured by the Benchmark Assessment System.
- 100% of students will show growth using the AIMSWeb assessment by the end of 2023

# Programs and Supports to Help Achieve these Goals

- [The Science of Reading](#)
- AimsWeb
- Dyslexia Training for all literacy instructors
- Student Success Coaches
- Differentiated Reading Groups and supports
- Pro-Core Learning System for short cycle and benchmark assessments
- Levelled Literacy Intervention
- Teaching Teams for differentiated support for all students
- Parent Meetings and Workshops
- Software programs (iXL, Reading A-Z, Discovery Education)

Curriculum Used:

[Ohio English Language Arts Standards and Model Curriculum](#)

FY24 Funding: \$946,119.77

# School Improvement Plan

- The School Improvement Model is the basic instructional model used at all Title I Served schools
  - This 8-step process is research-based and includes the following steps:
    - Use data (testing, local, classroom) to identify strengths and challenges for each student
    - Use an instructional timeline with goals and benchmarks
    - Deliver instructional focus
    - Use small group or individual instruction to re-teach areas that are not mastered
    - Use frequent, timely and meaningful assessment
    - Provide extensions in learning for students who have mastered standards or target areas
    - Reinforce ideas and learning through hands-on experiences and strive toward student-owned learning goals
    - Monitor progress for each student and adjust the learning plan to meet each student's needs

# Tests and Assessments for PCS Students in Grades K-6

- Teacher
  - Projects, reports, small assessments, one on one teaching, small groups teaching, unit or chapter tests, presentations
- District
  - Reading Screeners, AimsWeb, Pro-Core, Benchmark Assessment System
- State
  - KRA, Ohio State Assessments, OELPA, AASCD

# Tests and Assessments for PCS Students in Grades K–6

- How do these assessments measure student progress?
  - Identify areas of strength and areas in need of improvement
  - Measure student growth over the year
  - Provides information for teachers and parents on areas where students have mastered learning and where they need more support
  - Helps teachers to plan the next steps in instruction for each student
- What Proficiency Level is my child expected to meet?
  - Teachers can share specific information for each student, including learning goals and assessment results, during parent meetings, conferences or when parents or guardians request this information.

# Involvement in Title I

- Being involved in your child's education and activities is one of the most-effective factors in strengthening academic success. You are the most important person in their lives and the key to helping your child succeed.
- Springcreek Primary
  - Principal Advisory Group
- Washington Primary
  - Principal Advisory Group
- Piqua Central Intermediate
  - Principal Advisory Group

# Title I Parent Survey

- We have provided an online survey for each of our Title I buildings. Your input is very important and is vital in helping us to provide the best possible services for our students. Please feel free to complete this anonymous survey for the building or buildings that your child or children attend.
- [Springcreek Title I Parent Survey](#)
- [Washington Title I Parent Survey](#)
- [PCIS Title I Parent Survey](#)

# Important Title I Documents

- [Springcreek Title I Parent Information](#)
- [Washington Title I Parent Information](#)
- [PCIS Title I Parent Information](#)
- [Title I Parental Policy Information from the Ohio Department of Education](#)

# Title I Contacts

- Please feel free to contact us with any questions concerning Title I services
  - Springcreek Primary- Sara Watson
    - [watsons@piqua.org](mailto:watsons@piqua.org)
    - (937) 773-6540
  - Washington Primary- Shannon Pence
    - [pences@piqua.org](mailto:pences@piqua.org)
    - (937) 773-8472
  - Piqua Central Intermediate School- Lindsay Muhlenkamp
    - [muhlenkamp1@piqua.org](mailto:muhlenkamp1@piqua.org)
    - (937) 773-2017
  - District Title I Contact
    - Scott Bloom
    - [blooms@piqua.org](mailto:blooms@piqua.org)
    - (937) 773-4321

# Third Grade Reading Guarantee Changes

## PROMOTION OF 2022-2023 SCHOOL YEAR THIRD GRADE STUDENTS

Under House Bill 33 of the 135<sup>th</sup> General Assembly, any district, community school, STEM school or chartered nonpublic school that would have retained students who did not meet the promotion score on Ohio's State Test for grade 3 English language arts during the 2022-2023 school year must promote those students to fourth grade unless a student's parent or guardian requests otherwise.

Students promoted to fourth grade must continue to receive at least 90 minutes of daily reading instruction that includes intensive intervention until the student is able to read at grade level.

# Promotion Score

## 2023-2024 THIRD GRADE READING GUARANTEE PROMOTION SCORE

State law requires the State Board of Education to annually increase the promotion score on Ohio's State Test for grade 3 English language arts until it reaches proficient for the 2024-2025 school year. Accordingly, the State Board voted to raise the promotion score for grade 3 English language arts to 690 for the 2023-2024 school year. Any student who scores 690 or higher on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the 2023-2024 school year.

In addition, the Ohio Department of Education has set the reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts at 48 for the 2023-2024 school year. Any student who scores 48 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scores below 690 on Ohio's State Test for grade 3 English language arts.

# Changes for 2023-2024

## **Parent Request Exemption**

Beginning in the 2023-2024 school year, a student's parent or guardian, in consultation with the student's reading teacher and principal, may request that a student be promoted to fourth grade regardless of the student's score on Ohio's State Test for grade 3 English language arts.

Students promoted to fourth grade through this exemption must continue to receive intensive reading instruction until the student is able to read at grade level.

## **Parent Notification Requirements**

Beginning in the 2023-2024 school year, districts must include the following information in the written communication to parents of students in grades K-3 who are not reading on grade level according to the reading diagnostic:

A statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading.

# RIMP Requirements

## RIMP Requirements

The following are additional requirements for reading improvement and monitoring plan (RIMPs) beginning in the 2023-2024 school year:

High-dosage tutoring opportunities aligned with the student's classroom instruction through either a state-approved vendor

<https://education.ohio.gov/Topics/Learning-in-Ohio/High-Quality-Tutoring/High-Quality-Tutoring-Districts-and-Schools/High-Quality-Tutoring-Options-in-Ohio/Approved-Vendor-Directory-High-Quality-Tutoring>

prior locally approved opportunity that aligns with high-dosage tutoring best practices. Tutoring starts in the 2023-2024 school year for all K-4 students with a RIMP. High-dosage tutoring must include additional instruction time either:

- Three days per week, or
- At least 50 hours over 36 weeks.

Intervention services must be aligned to the science of reading.

Districts and schools must continue to provide the RIMP until the student is reading proficiently at their current grade level.

The Department is carefully developing guidance for the additional tutoring provision. Please check back for further updates.

# Other Federal Programs



# Title I Non-Competitive

Funds can be used to support literacy and other programming are targeted towards schools that require additional support

- PJHS and PHS

Funds are used to:

- Provide an Instructional Coach for PJHS and PHS
- Literacy materials in PJHS
- Writing support for PHS

FY24 Funding: \$92,842.81

# Title II-A

- Focused on Improving teacher instruction by providing professional development
- Plan to utilize this funding for Professional Development
- Funds are also used to provide an Instructional Coach to work directly with teachers

FY24 Funding: \$138,491.61

# Title III-LEP

- These funds are focused on students with Limited English Proficiency - to help with the strengthening of English speaking and reading skills
- Piqua has a teacher that works specifically with these students in grades K-12
- Funds are a part of a Title III consortium with the Montgomery County Educational Service Center

FY24 Funding: Less than \$5000

# Title IV-A

Three areas of focus for Title IV-A funds:

- Student Enrichment
- Whole Child Wellness
- Access to Technology

30% of funds must be used in each of the first two categories, while some funds must be used in the last category

Funds are used for:

- STEM and Art materials for innovative programs
- Partial funding of an art teacher
- Health and Fitness Activities
- Student access to media

FY24 Funding: \$76,780.21

# IDEA-B

These funds are used specifically for students with disabilities

- Funds are used to provide Intervention Specialists for students with disabilities

FY24 Funding: \$895,966.16

# IDEA Early Childhood

These funds provide services for Pre-K students with disabilities

Piqua City uses these funds in conjunction with a consortium from the Miami County Educational Service Center

FY24 Funding: \$26,365

# Expanding Opportunities

These funds can be used for advanced coursework, STEM and STEAM activities, test preparation and additional student programming.

These funds are used for:

- STEM programming
- Advanced course-work
- Career opportunities-Aviation
- Advanced Art studies

FY24 Funding: \$40,792.57

# Funding Amounts

	FY 22	FY23	FY24
Title I	\$843,413.56	\$963,691.31	\$946,119.77
Title I-SSI	\$48,630	\$128,299.32	\$92,842.81
Title II-A	\$189,222.69	\$206,499.91	\$138,491.61
Title III-LEP	<\$5,000	<\$5,000	<\$5,000
Title IV-A	\$78,062.83	\$69,719.46	\$76,780.21
IDEA-B	\$833,837.93	\$855,206.76	\$895,966.16
Early Childhood Special Education	\$26,000	\$26,000	\$26,365
Expanding Opportunities	\$28,475.82	\$44,883.14	\$40,792.57
Stronger Connections	N/A	N/A	\$49,000
Total Federal Funds	\$2,021,642.83	\$2,268,299.90	\$2,217,358