

A vibrant collage of various images and symbols. At the top, a hand holds a small globe with solar panels and wind turbines. Below it, a person is seen using a laptop. To the right, a soccer ball sits on a patch of grass. Further right, a firefighter in a red suit is shown. The collage is interspersed with large, stylized letters and numbers, including 'A', 'C', '4', 'E', '8', '2', 'D', 'Q', '5', 'B', and '7'. The background is a bright blue sky with white clouds. At the bottom, the pages of a large, open book are visible, suggesting a connection between knowledge and the world depicted in the collage.

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Piqua City Schools

Schoolwide Title I Program Eligibility

2024-2025

Dear Parent of Guardian,

Our school qualifies to receive Title I, Part A funds under the Elementary and Secondary Education Act (ESEA) as amended for the 2024-2025 school year.

Title I funding is designed to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and achieve proficiency on high academic standards.

Our schools are Schoolwide Title I program buildings. Title I eligibility is based on the number of students in our schools from low-income families. School staff members work with input from parents and the community to develop this Schoolwide plan. Our goal is to continually improve our educational programs.

In Title I schoolwide buildings, all students are able to receive support through academic support. In Piqua, 100% of Title I funds are used to hire teachers that work directly with students, to purchase supplemental literacy materials, and to support parental involvement in our district.

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. You are invited to attend an optional parent meeting to discuss and provide feedback on the Schoolwide Title I program and activities at Piqua City Schools. This meeting will take place during Indian Days at your child's building, and again in the spring.

Your partnership in our effort to provide a meaningful and impactful education for your child is vital. Please call your school if you have any questions or would like any additional information.

Sincerely,

Mr. Heath Butler
Principal, Piqua Central Intermediate
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butlerh@piqua.org

Mr. Scott Bloom
Federal Programs
937-773-4321
blooms@piqua.org

School-Parent Compact: Revised April, 2024

Piqua Central, along with students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement, as well as describes how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

The parents, students and staff of Piqua Central Intermediate partnered together to develop this School-Parent Compact. Teachers suggested home learning strategies, parents added input about the types of support they needed and students told us what would help them learn.

Parents are encouraged to attend annual revision meetings in the fall and spring to review the compact and make suggestions based on student needs and school improvement goals. Parents also are encouraged to participate in the bi-annual Title I parent survey that is used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Piqua City School District's GOALS

Goal 1: Piqua City Schools is committed to helping all students achieve their Success Bound academic and personal goals.

Goal 2: Piqua City Schools are committed to providing each student with access to a highly effective and highly engaged teacher.

Goal 3: Piqua City Schools are committed to providing each student with a safe place to learn.

Piqua Central Intermediate Goals: All students will be Success Bound:

- **Have 95% attendance and four or less office referrals**
- **Read two grade-level books independently**
- **Show proficiency on two-three core math skills at each grade level**
- **Score 700 or higher on Ohio State Tests at each grade level**
- **Be a part of a club**
- **Complete a career requirement**
- **Start and finish a technology skill and task**

SCHOOL/TEACHER RESPONSIBILITIES

At Piqua Central,

- We will provide excellent reading instruction using Science of Reading strategies and materials and will work to provide parents with more direction on what to read and how to read with their child.
- We will provide reading material that is at an appropriate level for your child to read. We will work hard to find reading material that is interesting to your child.
- We will create a learning atmosphere that will encourage students to be active in their education. We will also create school related activities for parents to be involved in.
- We will be prepared to teach each student daily by focusing on our Success Bound Goals and progress in Ohio Learning Standards.
- We will strive to provide parents with reading materials and supports to help them help their child
- The school will communicate student progress through a variety of methods. We will also do our best to communicate school happenings to our students and parents

PARENT RESPONSIBILITIES

We, as parents, will:

- Use reading materials at home
- Participate in school functions, Family Nights, meetings and other special programs.
- Send our children to school well rested and ready to learn.
- Ask our children about their school day. We will contact the school when we have questions.
- Understand and work toward the Success Bound goals of our children.

STUDENT RESPONSIBILITIES

- We will use the school library regularly and find books that we love to read.
- We will participate in classroom and school activities.
- Will read with my parents and family at home.
- We will make sure that we are rested and prepared to learn every day.
- We will take all of our information from the school home and talk to our parents about our school day.
- We will understand and be able to talk about how close we are to reaching our Success Bound Goals.
- We will continue to be Respectful, Responsible and Kind.

Parent Right to Know Teacher Qualifications

Dear Parent/Guardian:

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal No Child Left Behind (NCLB) Act requires that any local school district receiving Title I funds must notify parents that they may ask about the professional qualifications of their child's classroom teacher.

These qualifications include:

1. Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child's instruction.
2. Whether the teacher is teaching under emergency or temporary status that waives state licensing requirements.
3. The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline, certification or degree.
4. Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

Parents and guardians may request this information by contacting their child's principal or Scott Bloom with a written request. The contact for each principal and Scott Bloom is located on the Contact Information page in this handbook. Please be sure to include the following in your written request:

Child's full name

Parent/Guardian full name

Address

City, State, Zip

Teacher's Name

Piqua Central

Schoolwide Plan

Revised April 2024

1. Needs Assessment:

Piqua Central serves students in grades 4-6. Piqua Central completes a comprehensive Needs Assessment every three years that is based on the performance of children in relationship to state content standards. Teachers, school staff, parents and students provide input to the needs assessment. Current identified needs include continued improvement on state English Language Arts and Mathematics assessments as well as a continued focus on students attendance.

2. Schoolwide Reform Strategies:

The core reading curriculum is *Amplify Core Knowledge Language Arts*, published in 2020. The core mathematics curriculum is *Envision Math*, published by Savva Learning Company in 2020. All instruction in English Language Arts and Mathematics is based on Ohio's Academic Content Standards. Piqua Central also utilizes:

- [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
- Teaching Teams for differentiated support for all students
- Parent Meetings and Workshops
- Software programs (iXL, Reading A-Z, Discovery Education)

3. Highly Qualified Staff:

All teachers at Piqua Central are highly qualified as required by the Every Student Succeeds Act (ESSA). All instructional paraprofessionals are also licensed.

4. High Quality and Ongoing Professional Development:

The district follows the Ohio Improvement Process with all buildings. Teacher Based Teams meet weekly to plan together, analyze student progress and identify areas that require improvement. BLT, or Building Leadership Teams, meet regularly to review TBT progress and to provide guidance for teachers. The District Leadership Team (DLT) meets monthly to review progress across all grade levels and content areas. The district utilizes instructional coaches, an evidence-based practice, to provide specific support for all teachers. Professional development days are provided for all teachers and teachers are encouraged to take part in and design professional development activities.

5. Strategies to Attract Highly Qualified Teachers:

The district provides mentoring support to all new teachers and provides access to a strong Resident Educator Program. The district has a competitive salary schedule, has invested in our buildings and facilities, and continues to provide opportunities for teachers to grow in their profession. The district is also open to student teachers who require observation or student-teaching opportunities.

6. Increased Parent Involvement:

Piqua Central hosts an Indian Days event before the start of the school year so that parents can meet teachers and other members of the building community. Parents are encouraged to take part in fall and spring Parent-Teacher Conferences and to attend annual Title I parent meetings, Math and Literacy Celebration events and other school celebrations. Frequent, two-way communication is our commitment to our families and is supported by the use of:

- Class Dojo
- Weekly Information to Parents
- Progress Book Parent Portal
- Parent-Teacher Conferences
- Emails and call to parents regarding student progress
- Updates on student achievement on Ohio State Assessments
- Student Academic Progress

7. Transition:

Piqua Central sixth grade journey to Piqua Junior High School during the fourth quarter of each year. The students tour the Junior High, meet teachers and learn about the various courses and programs that are offered. Parents are provided with information regarding the transition to the Junior High during Indian Days at the start of each school year.

8. Using academic assessments to guide instruction:

TBT, BLT and DLT teams work together to analyze assessments and identify strategies that are focused on improving instructions and student progress. TBT teams meet regularly to analyze formative data and to revise instructional practices.

9. Assistance for all students who have difficulty in mastering content standards

The School Improvement Model is the basic instructional model used at all Title I Served schools

- i. Use data (testing, local, classroom) to identify strengths and challenges for each student
- ii. Use an instructional timeline with goals and benchmarks
- iii. Deliver instructional focus
- iv. Use small group or individual instruction to re-teach areas that are not mastered
- v. Use frequent, timely and meaningful assessment
- vi. Provide extensions in learning for students who have mastered standards or target areas
- vii. Reinforce ideas and learning through hands-on experiences and strive toward student-owned learning goals
- viii. Monitor progress for each student and adjust the learning plan to meet each student's needs

10. Coordination of Programs:

All federal, state and local programs are coordinated across the district. The district programs manager works to provide integration between buildings, grade levels and content areas as well as all state and federal programs.

Parent Involvement Plan

In support of strengthening student academic achievement, **PCS** receives Title I, Part A funds and must jointly develop with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1118(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the district.

PCS agrees to implement the following requirements as outlined by Board Policy 2261.01. If you would like to know more or view any district policy, feel free to visit the Piqua City Schools webpage at www.piqua.org to find a link to all the District's Board policies.

- Involve parents, in an organized, ongoing and timely way, in the planning, review and improvement of programs under Title I, Part A, including the planning, review and improvement of the school parent and family engagement policy and the joint development of the targeted assistance or schoolwide program plan.
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports required under Section 1111 of ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1118(b) of ESSA 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.
- Be governed by the following statutory definition of parent and family engagement and carry out programs, activities and procedures in accordance with this definition:

- Parent and family engagement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
 - Parents play an integral role in assisting their children's learning;
 - Parents are encouraged to be actively involved in their children's education at school;
 - Parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children; and
 - Other activities are carried out, such as those described in Section 1118 of ESSA.

1. Jointly Developed

PCS will take the following actions to involve parents in an organized, ongoing and timely manner in the planning, review and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

- PCS will utilize its Parent Advisory board to review, plan and improve Title I programs. The Parent Advisory board will meet twice yearly and will work to review Title I programs.
- All parents will be advised of the meeting dates of the Parent Advisory Board and are welcomed and encouraged to participate in the Title I Parent Review process.
- Parents are encouraged to provide input concerning Title I programming throughout the school year. Parents may contact the school directly to express their ideas concerning programming.
- All parents will have access to the PCS online Title I Parent Survey. This survey will also provide parents with an opportunity to offer input concerning Title I programs. This is in response to parent input that indicated that parents are more likely to utilize an online survey to provide feedback. This survey will be shared with all parents.

2. Annual Title I Meeting

PCS will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating

children to attend to inform them about the school's Title I program, the nature of the Title I program, parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- PCS will hold its annual parent meeting before the end of the first quarter each school year.
- All parents are encouraged to attend this annual Parent Meeting. This will be held during Indian Days and via Online virtual meetings. Parents will have access to a recording of the Annual Title I Meeting.
- The Schoolwide Plan will be available for review online and will be included in Parent-Student Forms.

3. Communications

- **PCS** will take the following actions to provide parents of participating children the following:
 - Timely information about the Title I programs
 - Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement; and
 - Information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.
- The Parent and Family Engagement will be available to all parents.
- Parents may access the Parent and Family Engagement Policy on the PCS website. Parents may also request a printed copy of the policy by contacting Piqua Central.
- The Parent and Family Engagement Policy is available in multiple formats as needed, and can be provided to parents in a language that they understand.
- The Parent and Family Engagement Policy will be reviewed on an annual basis and be reviewed with the involvement of parents and family members.
- Communication is critical if we are going to work together to help your child. Communication about school and district rules, policies and procedures can be found in the Student-Parent which is distributed to every family within the first week of school. Parents will be updated regularly about school activities through classroom newsletters, building newsletters, district calendars, through distribution of flyers, using the "Instant Connect" phone message system and utilizing Class Dojo to send information directly to all parents. School newsletters will also be available through the district's website. Parents will be informed regularly about their child's progress through quarterly progress reports. These

progress reports include academic as well as social and behavior information. Parent Teacher Conferences are conducted in fall and winter and on an as needed basis.

- **School-Parent Compact**

PCS will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards.

- The Parent Advisory Board at PCS will work to develop the School-Parent Compact.
- Parent input from the PCS Online Parent Survey will be used to help develop the School-Parent Compact.

4. Reservation of Funds (only applicable to districts with Title I allocations of \$500,000 or more)

PCS will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- The Parental Advisory Board will, after reviewing the Title I parental involvement budget, provide suggestions for ways to involve parents.
- Parents will also have the opportunity to help plan and execute parent involvement activities.

5. **Piqua Central** will provide parents with timely notice when their child has been assigned or has been taught for four (4) or consecutive weeks by a teacher who is not highly qualified or licenses within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710) in the following manner:

- a. The principal or program coordinator will mail a notice to parents of affected students

6. **Piqua Central** will provide help to parents in understanding the following:

- a. Academic Content Standards
- b. State and local academic assessments, including alternate assessments
- c. The Requirements of Title I, Part A
- d. How to monitor the growth and progress of their child
- e. How to work with teachers

7. Piqua Central will accomplish this by

- Holding an annual Title I meeting for all parents
- Sending home monthly information
- Inviting parents to Parent-Teacher conferences
- Providing information regarding academic content to families

8. Piqua Central will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress and the achievement levels of the challenging state academic standards;
- Provide materials and training to help parents 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 appropriate, to foster parent and family engagement; and
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging state's academic standards;
 - The state and local academic assessments, including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their children's progress; and
 - How to work with educators to improve the achievement of their children.
- Title I teachers will be available for conferences, meetings, and commenting on progress reports and grade cards as necessary. The staff will utilize community resources to help provide information to parents – this can be done through referrals to the Parent Mentor program and referrals to our school counselor who can help assist families in finding resources.
- Parent-oriented meetings and engagement activities will be scheduled throughout the year.
- Parents are encouraged to reach out to teachers and other school personnel to help find access to any needed materials or information.

9. Piqua Central will provide training to 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

PCS will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by contacting the building principal.

10. Piqua Central will, where feasible, coordinate activities and programs with Head Start, public preschool and other programs.

11. Piqua Central will provide information regarding parent programs, meetings and other activities to parents in an understandable and uniform format, including alternative formats upon request, in a language that parents can understand.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This plan will be available to all parents of participating Title I, Part students on or before the start of the school year.

Participation in State Assessments

AIMSWeb

Provides benchmarking and progress monitoring for K-3 students throughout the school year and includes foundational reading and math skills.

ProCore

This Ohio-approved assessment is used three times per year in English Language Arts, mathematics, science and social studies in grades four through six. The assessment provides teachers with information regarding student growth on state standards.

Ohio's State Test (OST) in English Language Arts (ELA)

This is given to fourth, fifth and sixth grade students in the fall and spring and provides information focused on student growth in ELA knowledge and skills aligned with Ohio's Learning Standards.

Ohio's State Test (OST) in Math

This is given to fourth, fifth and sixth grade students in the spring and provides information focused on student growth in mathematics knowledge and skills aligned with Ohio's Learning Standards.

Ohio State Test (OST) Science

This is given to fifth grade students in the spring and provides information focused on student growth in science knowledge and skills aligned with Ohio's Learning Standards.

Ohio English Language Proficiency Screener (OELPS)

This is used for students who note another language spoken in the home on the Language Usage Survey. It is the state test based on the English Language Proficiency Standards and is designed to identify Ohio students in grades K-12 as English Learners

Ohio English Language Proficiency Assessment (OELPA)

This is used for English Learners each year. It is Ohio's summative test used to determine an English Learner's proficiency level and to exit from

the English language program.

Terra Nova

Districts must provide whole-grade screeners in the area of superior cognitive ability once in grade two and once in grade six. This assessment is an Ohio approved assessment.

Academic Information

All instruction is based on Ohio's Learning Standards

Literacy Curriculum

Amplify CKLA Language Arts Curriculum

Math Curriculum

Envision Math

How Title I Funds are Spent

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

Title I Funding	FY 22	FY 23	FY 24
	\$843,000	\$963,000	\$946,000

Contact Information

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 - 937-773-2017
- District Title I Contact
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 - (937) 773-4321