

# Welcome to the Annual Meeting of Title I Parents and Families

Lowellville Elementary School  
2022-2023



# Why are we here?

The Elementary and Secondary Education Act requires that each Title I school hold an annual meeting for the parents and families of children who receive Title I services:

- To inform you of the school's participation in Title I
- To explain the requirements of Title I
- To explain your rights and opportunities as parents and families to be involved in your child's learning and achievement.



# What specifically will you learn this evening?

- The purpose of Title I
- How Title I services work
- Components of a Targeted Assistance School
- How students are selected to participate
- What kind of service model we use
- What type of curriculum is used
- What type of assessments are used
- How student progress is monitored
- How parents and teachers can work together to improve achievement
- How to request qualifications of my student's teacher
- Best way to communicate

# What is the purpose of Title I?

Title I is a federally funded program designed to help qualified students achieve proficiency on Ohio's challenging academic achievement standards

Title I seeks to provide supplemental support to those students that are the furthest from meeting the standards the state has set for all children.



# How does Title I work?

The federal government provides funding to states each year for Title I.

- The amount is based on the number of low-income students (eligible for free/reduced price lunch), however, low-income is only used to distribute funds.
- Students are selected to receive Title I services if they have an academic need.
- The Ohio Department of Education sends the money to the district.
- The school district identifies eligible schools and provides Title I funds.



# What is a Targeted Assistance School?

Lowellville is a Targeted Assistance School serving identified students in reading and math in grades 4-6.

The term "targeted assistance" signifies that the services are provided to a select group children -- those identified as failing, or most at risk of failing

- Funds may be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance
- Funds must be used for services that supplement, and do not supplant
- The program should minimize removing children from the regular classroom during regular school hours for Title I instruction.
- Coordinate with and support the regular education program



# How are students selected to participate in Title I

Students who qualify for Title I are identified through a multi-criteria process.

We use multiple forms of data to determine the highest needs and routinely assess student progress to determine if adjustments are needed.

- Star Reading and Math Assessment Data
- Classroom Observations
- Grades and class assessments
- Ohio State Test assessment results



# What kind of service model do we use?

The service model is a combination of push-in and pull-out.

- The push-in model allows students to participate in the Title I program while remaining in the general education classroom; the Title I teacher goes into the classroom to provide extra support.
- Pull-out is moving the student to another classroom setting for small group or individualized instruction.
- Both settings are *supplemental* to district/state instruction.





# What type of Curriculum do we use ?

- Web Math Minute
- Bridges Intervention Resources
- Nearpod
- Instructional Planning Report
- Grade Level Content



# How will we measure your child's progress

Student progress will be monitored regularly using STAR Assessments

Progress reports will be sent home each 9 weeks at both interim and report card times.

[STAR CMB DATA REPORT](#)



# What state and local assessments will be used to show progress?

Star Reading and Math Benchmark Assessments are given 3 times a year-at the beginning, middle and end of the year

End of year State Assessments are given in the spring

- Grade 4 reading and math
- Grade 5 reading, math, and science
- Grade 6 reading and math



# How can parents work with educators to improve achievement?

- Ask questions if you need help understanding academic content standards, assessments, and how to monitor and improve the achievement of your student
- Request a conference to express your opinions and concerns
- Attend all scheduled parent meetings
- Review grades/assignments on Parent Access and address immediate needs
- Be present and available during homework time
- Review all student work that is sent home
- Request and receive information on the qualifications of your child's teacher



# What is the School Parent Compact?

The compact is a commitment from the school, the parent, and the student to share in the responsibility for improved academic achievement.

[LOWELLVILLE PARENT STUDENT COMPACT](#)



# How do I request the qualifications of my child's teachers?

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds.

Parents may request information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived
- Whether the teacher is teaching in the field of discipline of the certification of the teacher
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.



# How will the school communicate with parents?

- Email
- Conferences
- Phone calls and/or messaging
- Weekly newsletters
- Google Classroom
- All calls
- District website and/or social media



# How can you contact us?

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