

Lower Merion School District

# **TITLE I PARENT INFORMATION MEETING**

# **LOWER MERION TITLE I PROGRAM**

**Lorraine De Rosa**

**Supervisor of Literacy & Title I Coordinator**

- Title I Federally Funded
- Targeted reading programs in Grades K-2

# TITLE I FACULTY

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School:

Belmont  
Hills  
Elem School

Penn Valley  
Elem School

Merion  
Elem  
School

Principal:

Mrs. Klaiber

Mr. Mitchell

Dr. Albanese

Reading  
Specialists:

Amy  
Heinerichs

Kim  
Dolan

Edie  
Lewis



# **PURPOSE OF OUR MEETING**

To provide information about our District's Title I program for parents of students participating in the program.

# **ANNUAL TITLE I MEETING**

**January 13, 2021**

**9:30 AM Virtual Meeting**

## **Agenda**

1. Title I Program
2. Standards & Curriculum
3. Title I Funds: Program Funds
4. Assessments & criteria
5. Program

Continued...



# Annual Title I Meeting Agenda, cont'd

## 7. Title I requirements:

- Annual Meeting
- District Level Parent Policy
- School Level Parent Involvement Policy
- School-Parent Compact
- Complaint Procedure
- Parents' Right to Know

## 8. Family Survey

## 9. Parents' Rights Under Every Student Succeeds Act (ESSA)

- Request the qualifications of your child's teacher
- Be notified if your child is taught for more than 4 consecutive weeks by a teacher who is not highly qualified

# WHAT IS TITLE I?

- Title I is one of the nation's oldest and largest federal programs supporting elementary and secondary education.
- More than 90 percent of the school systems in the United States receive some sort of Title I funding.
- Through Title I, the federal government disburses money to school districts based on the number of low-income families in each district as determined by census data. However, services are provided to students based on performance assessments.



# WHAT IS THE PURPOSE OF TITLE I

- The purpose of Title I is to assist schools in improving student achievement. Funds are used to supplement and improve regular education programs offered to help students meet state standards.
- To provide programs to help children who struggle in reading.
- Nonpublic students are eligible for an equitable portion of the home district's Title I funding if they reside in a Title I eligible attendance area.



# TITLE I FUNDS IN OUR DISTRICT

- Funds available for this year: \$291,643
- Funds distributed to non-public schools: \$16,664
- Student achievement results

# PA COMMON CORE STANDARDS

- The standards describe what students should know and be able to do with the English language, kindergarten through Grade 12.
- The standards provide the targets for instruction and student learning essential for success in all academic areas
- Standards are NOT a curriculum. School Districts use them to develop the curriculum that will meet the students' needs.
- [www.pde.state.pa.us](http://www.pde.state.pa.us)



# 5 STANDARD CATEGORIES

- **Standard 1**: Foundational Skills begin at pre-k and reflected through grade 5. These foundational skills are a necessary and important component of an effective, comprehensive reading program.
- **Standard 2**: Reading Informational Text enables students to read, understand, and respond to informational text.
- **Standard 3**: Reading Literature enables students to read, understand, and respond to works of literature.
- **Standard 4**: Writing develops the skills of informational, narrative and opinion writing.
- **Standard 5**: Speaking and Listening focuses students on communication skills that enable critical listening and effective presentation of ideas.



# CURRICULUM

Our District uses Leveled Literacy Intervention as our extra support program for reading in order to help the children achieve the PA State Standards,  
[www.pde.state.pa.us](http://www.pde.state.pa.us)

# Title I Entrance/Exit Criteria – KINDERGARTEN

## Entrance Criteria

Letter/Sound Recognition

Sight Word Inventory

Developmental Spelling  
Assessment

Reading Record  
below grade level

## Exit Criteria

Child reaches benchmark on  
district-wide assessments:

- ✓ Letter Recognition
- ✓ Sight Word Inventory
- ✓ Developmental  
Spelling Assessment
- ✓ Reading Record

Below Basic in 3 out of 4 assessments



# Title I Entrance/Exit Criteria – GRADE 1

## Entrance Criteria

Letter/Sound Recognition

Sight Word Inventory

Developmental Spelling  
Assessment

Reading Record  
below grade level

## Exit Criteria

Child reaches benchmark on  
district-wide assessments:

- ✓ Letter Recognition
- ✓ Sight Word Inventory
- ✓ Developmental Spelling  
Assessment
- ✓ Reading Record

Below Basic in 3 out of 4 assessments



# Title I Entrance / Exit Criteria – GRADE 2

## Entrance Criteria

Sight Word Inventory

Developmental Spelling  
Assessment

Reading Record  
below grade level

## Exit Criteria

Child reaches benchmark  
on district-wide assessments:

- ✓ Sight Word Inventory
- ✓ Developmental Spelling  
Assessment
- ✓ Reading Record

Below Basic in 3 out of 3 assessments

## LEVELED LITERACY INTERVENTION INSTRUCTIONAL ROUTINES:

### Plan for Odd-Numbered Lessons:

- a. 5 minutes – rereading books
- b. 5 minutes – phonics/word work
- c. 15 minutes – new book (instructional level)
- d. 5 minutes – letter/word work

### Plan for Even-Numbered Lessons:

- a. 5 minutes – rereading books and assessment
- b. 5 minutes – phonics/word work
- c. 15 minutes – writing about reading
- d. 5 minutes – new book (easier level)



# School / Parent Compact

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<b>Title I teachers will...</b>	<b>Parent/Guardians will...</b>	<b>Students will...</b>
Know the child well through assessment	Provide space, materials, and scheduled time for homework	Complete my homework every day
Teach appropriate skills at the child's instructional level	Read with and to my child regularly	Read for 15 minutes a day
Communicate with parents through eBoard, conferences, workshops, student progress reports, or newsletters	Model reading to my child by reading for pleasure and showing that books matter	Limit my time watching TV and playing electronic games
	Talk to my child and build his/her knowledge of the world	
	Limit TV watching and playing electronic games to develop creativity and better oral and written expression	
	Communicate with teacher during conferences, by phone, in writing, or through attending Title I parent workshops	



# TITLE I REQUIREMENTS

- Annual Title I Meeting (this meeting)
- Title I District Level Parent Policy
- Title I School Level Parent Policy
- Title I School-Parent Compacts

# Complaint Resolution Process

- **Every Student Succeeds Act (ESSA) S.1177 (12/10/15)** requires Local Educational Agencies to adopt written procedures for “receiving and resolving any complaint alleging violations of the law in administration of programs.” In accordance with this legislative requirement, LMSSD has adopted a procedure for parent complaints. A full version of the complaint process is listed on the Reading Specialist’s Homepage.
- A “complaint is a written, signed statement filed by an individual. It would first go to the principal of the building, then complaint procedures are followed according to the guidelines set forth by ESSA.



# FAMILY SURVEY

- Mailed to parents in Spring
- Nine questions regarding your child's progress and effectiveness of the parent events
- Results from 2019 survey:
  - Sent out 115 surveys
  - Received 31 (27%) responses with positive rating on the impact of the intervention program.