



COLUMBUS HUMANITIES
ARTS & TECHNOLOGY ACADEMY

2020-2021

Title I Program

Presented
by
Title I Staff

Presentation Goals

- Understand what CHATA does with Title I funding
- Understand what services are being offered to your child
- Provide parents with their right to know information
- Answer any questions you might have regarding the Title I program at CHATA

Title I:

What is it?

How will it benefit my child?

- 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 reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Title I Programs

- **In school Reading & Math tutoring**
 - Qualify based on a school wide ranking system.
 - Only offered to students most in need
- **After school Reading & Math tutoring ******
 - Is offered to students in need only
 - Must have a teacher recommendation
 - Filled on a first come, first serve basis
- **After school clubs ******
 - Exact clubs change each time.
 - Clubs run during the same weeks as tutoring but on Wednesdays

Who Qualifies For In School Title I Help?

- In order to determine who qualifies for in school Title I services an eligibility profile is completed on every student at CHATA.
- Each student at CHATA is priority ranked based on multiple criteria. These criteria vary between grade level and subject.

Criteria Used To Rank Students

- Scores in the bottom 25% of all students
 - MAPS
 - i-Ready
 - OST
 - F & P or DRA
- Free or reduced lunch program participant
- Teacher recommendation

In School Title I Program Overview

- Depending on the child's individual needs, a plan of service will be determined to help your student achieve his or her academic goals.
- After all student data is gathered, the Title I instructor then groups students according to these individual needs and provide a consistent weekly program in which we will work for 20-30 minutes AT LEAST 3 times per week.
- This assistance may be in the form of a pull out of the classroom situation. It might also be that the Title I teachers pushes into the regular classroom and provides assistance and guidance in that form.

Discharging a student from In School Title I Support

- Once a student has met all the goals that have been set for them at 80% or better they are retested and may be discharged from the program.
- Classroom teachers as well as the Title I teacher then closely monitor their progress in class to be sure that they do not fall behind.

After School Tutoring Program Overview

- Students are recommended for After School Tutoring by their homeroom teacher. Then an acceptance letter is sent home.
- There are two tutoring sessions, both last for five weeks:
 - Fall: Reading, Offered K - 3.
 - Spring: Math
 - If you'd like tutoring, please speak directly to your homeroom teacher.

What are the learning standards?

What should my child be able to do?

- All schools in Ohio are required to teach the common core learning standards.
- These can be found on the Ohio Department of Education's website. Search Ohio's Learning Standards
- For ways to help your child at home; communicate with the regular classroom teacher or their title teacher.

Teacher Qualifications

- CHATA receives Title I funding and is included under the regulations of the “No child Left Behind Act” (NCLB) that was signed into law by President Bush on January 8, 2002. NCLB requires:
 - Increased accountability for states and school districts.
 - Greater choice for parents, especially those in low performing schools.
 - Greater flexibility for state and local education agencies in the use of federal funding.
- Under NCLB, parents have a right to request professional qualifications of their children’s teacher(s) or paraprofessionals(s). This is to inform you of your right to ask for the following information about your children’s classroom teachers or paraprofessionals.
 - Whether Ohio has licensed the teacher for the grades and subjects he or she teaches.
 - Whether the teacher is teaching under emergency or other provisional status through which Ohio licensing criteria have been waived.
 - The teacher’s baccalaureate degree major and whether the teacher has any advance degrees, and if so, the subject of the degrees.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- If you would like to receive specific information about your child’s teacher or paraprofessional, please contact Mrs. Johnson at (614)261-1200 or erjohnson1@COLUMBUSHUMANITIESATA.ORG Our school is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Teacher Qualifications

Shelby Castle – Title I Coordinator, ACCEL Schools, 2017-Present

- Master of Arts in Education, Muskingum University, 2017-Present, Reading
- Bachelors of Science, The Ohio State University, 2010-2015, Early Childhood Education K-3

Wyona Peay– Title I Reading Specialist, ACCEL Schools, 2015 – Present

- Bachelors in K-8 Elementary Education- Reading, Writing, and Social Studies, New Mexico State University

Emily Bader– Title I Reading Specialist, ACCEL Schools, 2020-Present

- Bachelors of Science in Education Early Childhood Education and Intervention Specialist, University of Akron, 2018.
- Taught English in Busan, South Korea, 2019-2020

Teacher Qualifications

Yuqing Yan – Title I Math Specialist, ACCEL Schools, 2019-Present

- Bachelors of Science, South China Normal University, Mathematics Major
- Master Degree and Doctoral Degree of Computer Science, Sun Yat-sen University, China, Computer Science Major
- 1985 - 2002, Taught in LingNan Normal University
- 2002 - 2012, Taught in Guangdong University of Foreign Studies
- 2012 - 2013, scholar visitor in the University of Central Oklahoma
- 2013 - 2018, Taught in Guangdong University of Foreign Studies
- 2019 – Present, Math Title Teacher, ACCEL School

Connor Walthour- Title I Math Specialist, ACCEL Schools, 2020-Present

- Bachelors in AYA Mathematics and Pure Mathematics, University of Findlay, 2015
- Instructional Design and Technology, Purdue, 2019-Present
- Columbus Preparatory Academy, ACCEL Schools, 2015-2020

Title I Parent Expectations

- It is important for you, as parents and caregivers, to be onboard with your child's academic goals. In order to ensure the most successful and productive learning environment possible, we at CHATA will require the following Steps for Success:
 - 1. Always check your child's backpack for homework assignments.
 - 2. Read at home with your child. Just 10 minutes a night exposes your child to 280 minutes a month of valuable literacy experiences!
 - 3. Please return your child's backpack with the materials and homework that was assigned.
 - 4. Volunteer to help CHATA. We can always use help at school events, during after school clubs and sporting events, as well as in the classroom. Get involved! We'd love to have your support!

Our Commitment

- We are working hard at CHATA to make sure that every child is on target for success, and we thank you for your efforts at home.

