



Title I Services End-of-Year Report
Notre Dame Catholic - Hernando County, FL
05/09/2025

121 South 13th Street

| Lincoln NE 68508

| FACTSed.com



Executive Summary

FACTS Education Solutions, LLC, (FACTS Ed) is pleased to submit this report of services delivered to non-public schools in Hernando County.

Beginning in 2014, FACTS Education Solutions, LLC has provided non-public schools with Title I instructional services to more than 11,000 eligible students across 63 LEAs in 22 states and deliver professional development services to over 25,000 teachers and administrators. We provide Title services, such as instruction, counseling, professional development, coaching, and parental engagement and other extended instructional services, to non-public schools throughout the United States and Puerto Rico. FACTS Ed is highly qualified to provide Title I services for non-public school students. We successfully serve students in both single gender and co-educational schools and in Jewish, Catholic, Lutheran, Christian, Islamic and non-denominational schools. We have vast experience in managing programs and funds for federal education programs, including Title I, Title II, ESSA, ESSER, CARES Act, and most recently EANS federal fund distribution in states across the country.

The FACTS Ed team's greatest desire is to partner with schools to meet the needs of students. Our interventionists work to have an immediate impact on students, closing their skills' gaps and advancing toward grade level mastery. Complementing the work with students, our presenters and coaches work to enhance the quality of teaching and leadership practices, ultimately supporting administrators and teachers in their ability to elevate the learning experience for all children.

FACTS Ed offers supplemental instruction, academic intervention and professional development services, customized to meet the needs of students, parents, administrators and teachers.

Thank you for the opportunity to work with you to change the trajectory of each student's life.

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Title I Instructional Services

Introduction

As an experienced provider of Title I services, we draw upon our successful experience establishing and coordinating services for eligible students enrolled in non-public schools. Our program exists because we believe that every child should be able to read, write, and discover. Competent and confident fluency in Literacy and Comprehension, Expression, and Numeracy expands opportunities for each student to achieve and make their dreams possible.

We work in partnership with the Local Educational Agency (LEA) and school administrators, classroom teachers and parents/families in designing, delivering, and monitoring Title I programs based upon the academic needs of eligible non-public school students.

FACTS Ed collaborates with the private school officials to determine the best resources to meet the needs of the identified students. FACTS Ed has many direct instruction and digital learning program partners; in consultation with the private school, we select a program to best meet the needs of the eligible students and is compliant with ESSA federal, state, and local regulations.

FACTS Ed will provide the necessary software, apps, and digital resources to successfully implement the intervention services. FACTS Ed's instructional staff will implement and manage the digital and web-based resources for instruction and management reports.

FACTS Education Solutions utilizes a Blended Learning solution to close students' skills gaps. Our blended learning model lets students learn through direct instruction from a highly qualified Interventionist and digital learning which targets each student's specific skills gaps. Our Interventionists determine the right balance of direct instruction and digital learning based on the needs of each student served. This schedule is modified to ensure students are receiving the type of learning – direct or digital – that is most effective in closing their skills' gaps.



The students have access to online supplemental language arts/reading, mathematics, science, and/or social studies instructional programs inclusive of pre- and post-assessments, lessons, reinforcement activities and progress reports. Each qualified student has a personalized ID to access the program during the instructional session. The instructional resources are individualized based upon each student's diagnostic results. The supplemental program delivers motivating and engaging learning

experiences for eligible students. The lessons and activities are delivered with high-quality content with unprecedented breadth and depth across the essential skills and adapt as students develop competency and master content. Most software used includes downloadable print resources for direct instruction.

Our interventionists develop lessons aligned to grade-level standards and use research-based and best practice strategies to deliver lessons that provide students with the opportunity to progress and master concepts and skills. Lesson content is driven by the specific skills' gaps of the students. Interventionists may also work with students on various digital learning platforms to move them through a series of objective-focused lessons to achieve mastery in each of those objectives. On each platform, students take the provider's assessment to develop an individualized student-learning path; this assessment is adaptive, meaning that it will move the students through a more and less challenging series of questions depending on their answers to each of those questions. In addition to engaging online content for students, teachers can download resources from each platform to use with students during direct instruction.



Direct Services to Students: Instructional Services

Student Enrollment and Services Delivered

In the 2024-2025 school year, FACTS **delivered instructional services to 53 unique students and 73 duplicated students** at Notre Dame Catholic School. All future analyses in this report will reflect the duplicate count. Services were delivered to students in grades K-7 by interventionist, Suzette Harris; the breakdown of students served per grade level are shown in Table 1.

Table 1. School Year Student Enrollment Breakdown by Grade 2024-2025

Students Served by Grade Level for School Year Programs					
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
School Year	7	5	12	5	8

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	
School Year	9	5	2	0	



FACTS collaborated with Notre Dame Catholic to provide Title I services to eligible non-public school students during the school year, from September 4, 2024 through May 9, 2025. A detailed breakdown of services is provided in Table 2.

Table 2. Instructional Services Summary 2024-2025

Start Date	End Date	# of Instructional Days	# of Sessions Delivered
09/04/2025	05/09/2025	131	2670

INSTRUCTIONAL SERVICES MODEL

FACTS Educational Services utilizes a **Blended Learning** solution to close students' skills gaps. Our blended learning model affords students the opportunity to learn through **direct instruction** from a trained Interventionist as well as through **digital learning** which targets each student's specific skills' gaps. Our Interventionists determine the right balance of direct instruction and digital learning based on the needs of each student served.

Direct Instruction

Our interventionists design and teach standards-aligned, skills-based lessons. Interventionists select research-based and best practice strategies from our standards-aligned *Toolkits* as well as use downloadable resources found on the digital learning platform.

Digital Learning

FACTS Educational Services are partners with multiple providers for digital learning. On each digital platform, students complete the provider's assessment in order to produce an individualized student learning plan. Interventionists establish the digital learning environment and monitor student engagement and learning. **Teachers serving students at Notre Dame Catholic used iReady Personalized Instruction with students in grades K-7.** To learn more about this digital learning platform, go to: [Personalized Learning in Reading and Mathematics | i-Ready](#)



School Year Assessment Results

Assessment is a critical component of Title I instructional services which aim to provide data that supports teachers in narrowing the achievement gap. Assessment scores serve as a tool to identify skill gaps in student skills and guide instructors to develop instructional strategies tailored to the students' needs. Moreover, these outcomes confirm whether students are progressing towards grade-level expectations. FACTS is deeply committed to this process, thus strongly encourages assessing students three times a year. The results from these student assessments are then used to monitor progress and guide instruction.

During the 2024-2025 school year, student academic progress was gauged through the iReady assessment for grades K-7. I-Ready is an adaptive online assessment that measures student learning through scaled scores and percentile ranks. As scaled scores are continuous and independent, they were used to analyze student data, monitor student progress, and deduce the program's impact on student achievement. Assessment scores by grade-level were provided in two content areas: reading and math. Tables 3 and 4 offer a summary of student i-Ready outcomes for grades K-7.

To compute student growth, pretest scores were subtracted from posttest scores. Consequently, growth measures are only available for students with at least two assessment data points. Results indicate that students receiving Title I instruction exhibited growth in both reading and math. **On average, students gained 25 scaled points in reading and 14 scaled points in math.**

A detailed breakdown of performance by subject and grade-level can be found in Tables 3 and 4.

Table 3. Reading Assessment Outcomes for i-Ready, School Year 2024-2025

Reading Assessment Outcomes for Students with 20 Sessions or Greater															
Grade	N	Pre Reading					Post Reading					Reading Gains			
		Mean	SD	PR	Min	Max	Mean	SD	PR	Min	Max	Mean	SD	Min	Max
K	6	381.83	21.99	78	354	409	422.33	47.28	72	385	505	40.5	41.33	-5	103
1	5	417.6	9.37	64	411	433	454.4	12.88	51	440	469	34.8	11.69	20	49
2	6	457.17	31.64	53	413	505	487	14.44	39	467	499	29.83	20.94	-6	57
3	3	513.33	20	62	493	533	493.67	30.92	33	458	555	-19.67	58.18	-75	41
4	6	531	10.11	47	498	569	557.33	26.61	53	514	590	26.33	3.23	16	36
5	4	539.75	38.45	39	487	577	561.5	32.97	41	534	608	21.75	27.42	-5	56
6	4	555.25	32.37	36	513	591	564.5	31.93	35	521	593	8.25	9.03	-2	20
7	1	554	0	26	554	554	612	0	55	612	612	58	0	58	58

Table 4. Math Assessment Outcomes for i-Ready, School Year 2024-2025

Math Assessment Outcomes for Students with 20 Sessions or Greater															
Grade	N	Pre Math					Post Math					Math Gains			
		Mean	SD	PR	Min	Max	Mean	SD	PR	Min	Max	Mean	SD	Min	Max
K	6	353.83	9.41	71	345	372	382	16.41	67	364	409	28.17	20.33	2	60
1	1	397	0	86	397	397	395	0	36	395	395	-2	0	-2	-2
2	10	405.2	23.82	56	349	439	434.2	15.46	60	420	447	29	21.22	4	80
3	3	431.67	17.62	62	413	448	446.67	26.96	46	433	470	15	10.44	3	22
4	6	441.83	7.03	43	433	454	465.5	10.91	50	448	474	23.67	16.27	-6	41
5	6	464.83	12.81	52	450	481	468.17	29.53	42	438	494	3.33	13.46	-15	21
6	4	484	10.92	55	471	494	485.75	13.18	44	468	498	1.75	21.75	-26	27
7	2	500	4.24	66	497	503	513.5	2.12	66	512	515	13.5	2.12	12	15

Students also made a lot of progress towards their annual growth goal which was set by their current grade-level and the expected growth based on their baseline placement level. **The median percentage progress overall was 86% in Reading, and 96% in Math.**

A detailed breakdown of performance by subject and grade-level can be found in Tables 5 and 6.

Table 5. Reading Assessment: Diagnostic Growth

Reading Assessment: Annual Typical Growth Progress				
Grade	N	Annual Grow		
		Progress (%)	% Met	% Improved Placement
K	6	107	60	60
1	5	74	0	100
2	6	77	33	67
3	3	0	33	33
4	6	135	100	50
5	4	113	50	50
6	4	46	25	25
7	1	341	100	100

Placement Distribution
Reading Pre to Post Assessment

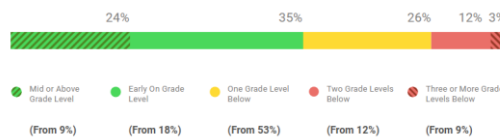
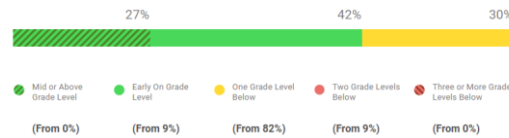


Table 6. Math Assessment: Diagnostic Growth

Reading Assessment: Annual Typical Growth Progress				
Annual Grow				
Grade	N	Progress (%)	% Met	% Improved Placement
K	6	66	25	100
1	1	179	100	100
2	10	104	50	90
3	3	77	0	33
4	6	126	80	80
5	6	64	50	25
6	4	40	25	50
7	2	113	100	100

Placement Distribution
Math Pre to Post Assessment



A second analysis examined students' academic gains by grade level. The outcome of this analysis is displayed in Figures 1 and 2. These figures indicate that students scale scores tend to increase consistently with higher grade placements through seventh grade. For students in grade K-7, outcomes reveal that the magnitude of the students' gains is inversely related to their grade placement. As grade placement rises, students tend to make smaller gains over the course of the year.

Figure 1. Student Reading Pre and Post Scores for School Year 24-25

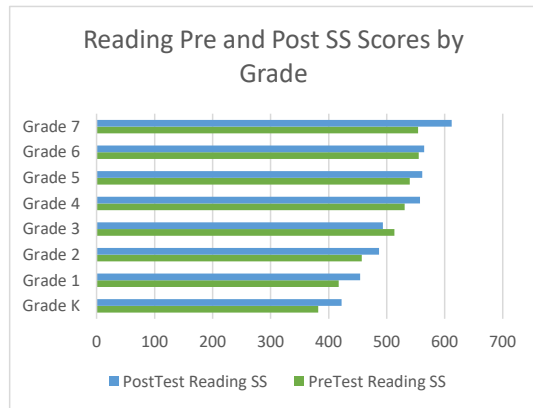
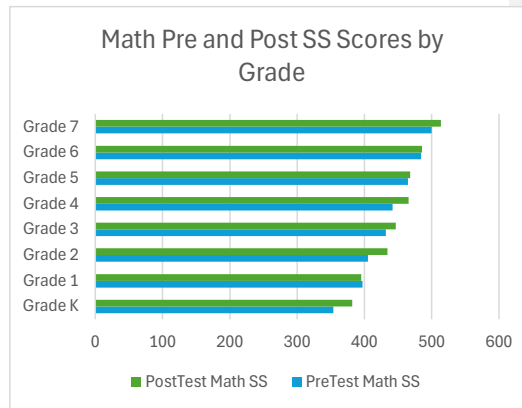


Figure 2. Student Math Pre and Post for School Year 24-25





Supports Delivered to FACTS Title I Interventionists

FACTS is on a mission to change the trajectory of a child's life by providing instructional services to students who are struggling academically. These services are delivered directly by highly qualified interventionists. To fulfill this mission, FACTS is dedicated to developing these interventionists through continuous and ongoing professional learning opportunities and onsite supports.

Bi-Monthly Program-wide + On-Demand Virtual Trainings

FACTS provides interventionists with two monthly training sessions: one focusing on direct-instruction topics, and the other on digital learning and assessment topics. Each of these trainings are conducted on a digital platform and lasts for 45 minutes. Furthermore, these sessions are recorded and made available for interventionists to access on-demand. The table below provides information on the training topics and the attendance of the Title I interventionist.

Table 7. FACTS Bi-Weekly Virtual + On-Demand Training in School Year 2024-2025

Bi-Monthly Trainings Offered to Interventionists			
Training Title	Training Length	Date Delivered	Interventionist in Attendance
Number Talks & Mental Math	45 min	08/20/2024	Y
Reading Instructional Strategies the Work for Upper Elementary and Middle School Students	45 min	08/20/2024	Y
SEL in the Classroom: Strategies and Implementation	45 min	08/23/2024	Y
Behavior Management Strategies for Strong Class Culture	45 min	09/03/2024	Y
Designing a Culture that Supports Blended Learning	45 min	09/17/2024	Y
Constructing Success Criteria from Learning Objectives	45 min	10/08/2024	Y
Instructional Planning with Initial Student Data	45 min	10/22/2024	Y
Progress Monitoring Using Formative Assessment	45 min	11/05/2024	
Blended Learning: Making It Student-Centered	45 min	11/19/2024	
Post Assessment: What Now?	45 min	12/03/2024	
Exploring Metacognitive Strategies for Effective Learning	45 min	12/17/2024	
Providing Explicit Feedback	45 min	01/07/2025	
Taking Action with Mid-Year Student Data	45 min	01/21/2025	Y
Revisiting Student Goals	45 min	02/04/2025	Y
Making the Most of Digital Tools	45 min	02/18/2025	Y
Developing Student Self-Efficacy	45 min	03/04/2025	Y
Blended Learning: Student Voice and Choice	45 min	03/18/2025	Y
Reflecting on Student Accomplishments to Maintain Motivation	45 min	04/08/2025	
Providing Explicit Feedback from Formative Assessments	45 min	04/15/2025	Y
Future Planning: Leveraging Year-End Data	45 min	04/29/2025	

Commented [PR1]: Add old PDs of date delivered (viewed)/reviewed



Monitoring Visits

FACTS complements the delivery of rigorous instructional services with a high standard of compliance and support. FACTS ensures that all Title I programs align with FACTS' standards for high-quality services, as well as local, state, and federal laws. To uphold this standard, FACTS has an area supervisor to conduct on-site monitoring visits. During these visits, the supervisor observes compliance, meets with the school leadership team, checks in with interventionists, and conducts session walkthroughs.

FACTS supervisor, Paige Roland, carried out program monitoring visits. Further information about these visits can be found in Table 8 below. A sample site visit report can be viewed in Appendix C.

Table 8. Monitoring Visits 2024-2025

School Name	Supervisor	Visits	Visits	Visits
Notre Dame Catholic	P. Roland	8/27/2024	10/01/24	11/06/24

School Name	Supervisor	Visits	Visits	Visits
Notre Dame Catholic	P. Roland	1/24/25	2/27/25	5/08/25



Cohort Meetings

FACTS teachers are also encouraged to participate in cohort meetings. These meetings are led by the FACTS Education Services Quality Manager and serve as a forum where teachers can share their achievements with colleagues. Moreover, these cohort meetings provide a safe space for instructors to discuss challenges and seek support from colleagues. Cohort meetings are led by Heather Crawford, Education Quality Manager and Ryan Cooney, Account Manager and supported by Paige Roland, Digital Learning Specialist, Dan Leibel, Direct Instruction Specialist, and Jessica Hagedorn, TITAN student information system Specialist. Each cohort meeting lasts approximately 45 minutes. Detailed information on these meetings can be found in Table 9 below.

Table 9. Florida Cohort Meetings School Year 2024-2025

Cohort Meeting		Date(s)
Winter		January 30, 2025
Spring		April 25, 2025

Cohort meeting agendas covered the following topics:

Winter Cohort Meeting Agenda

- ✓ Teacher Training Website Calendar
- ✓ Classroom Showcase
- ✓ Mid-Year Assessments and Assessment Data Submission
- ✓ Progress Reports and Student Learning Plans
- ✓ Pathways to Proficiency Toolkit
- ✓ Classroom Successes!

Spring Cohort Meeting Agenda

- ✓ End of Year Checklist
- ✓ End of Year Assessments
- ✓ Teaching and Learning Framework Self Evaluation
- ✓ Progress Reports
- ✓ End of Year Survey
- ✓ 2024-2025 School Year Wins!

APPENDIX A

School Year iReady Reading Growth Scores

Student	Grade	Pre SS	Pre PR	Post SS	Post PR	Change
Bravo-Lazaro, Eric	K	390	93	385	37	-5
Carpenter, Ellie	K	354	67	385	64	31
Cloutier, Blake	K	373	51	449	89	76
Harberts, Henry	K	402	96	505	99	103
Lankamer, Heidi	K	409	84	416	70	7
Siler, Jayla	K	363	78	394	72	31
Caramanello, Angelina	1	433	99	465	59	32
Duke, Scarlett	1	411	63	440	40	29
Rollins, Grayson	1	420	56	469	63	49
Rollins, Jackson	1	413	39	443	42	20
Scroczynski, Mia	1	411	63	455	51	44
Foss, Liam	2	505	84	499	47	-6
McGeehan, Madeleine	2	413	26	470	28	57
Schultz, Alexander	2	468	59	496	45	28
Smith, Danielle	2	469	60	495	44	26
Vera, Michael	2	435	41	467	26	32
Zandecki, Emma	2	453	50	495	44	42
McGeehan, Mason	3	533	76	458	14	-75
Rollins, Ariella	3	514	61	555	69	41
Spalding, William	3	493	48	468	17	-25
Babino, Giovanna	4	498	29	514	28	16
Barkley, Mina	4	511	34	545	43	34
Correa, Gianni	4	532	51	561	53	29
Harberts, Victoria	4	534	52	556	50	22
Lima Cruz, Stephanie	4	542	58	578	66	36
Velasquez, Jason	4	569	59	590	75	21
Caglione, Avaleene	5	577	55	608	73	31
Knapp, Serenity	5	556	49	561	38	5
Martin, Alexis	5	539	38	534	24	-5
Satiriou, Constantino	5	487	14	543	28	56
Farrell, Layla	6	591	61	593	51	-2
Reina, Alana	6	513	15	521	14	8
Santander, Sophia	6	563	40	583	43	20
Silverman, Violet	6	554	26	561	30	7
Carnegie, Bryson	7	554	26	612	55	58

APPENDIX B

School Year i-Ready Math Growth Scores

Student	Grade	Pre SS	Pre PR	Post SS	Post PR	Change
Bravo-Lazaro, Eric	K	352	74	375	53	23
Carpenter, Ellie	K	354	77	376	79	22
Cloutier, Blake	K	345	62	364	34	19
Harberts, Henry	K	349	69	409	93	60
Lankamer, Heidi	K	372	73	374	51	2
Wright, Sylvia	K	351	72	394	94	43
Duke, Scarlett	1	397	86	395	36	-2
Foss, Liam	2	410	69	433	56	23
Klein, Madison	2	411	71	447	81	36
Kouts, Alice	2	413	73	442	73	29
Lopez, Ashlyn	2	349	6	429	51	80
McGeehan, Madeleine	2	409	68	429	51	20
Rivera-Bennett, Aubree	2	415	33	420	39	5
Smith, Danielle	2	410	69	435	60	25
Tran-Jones, Jaxton	2	383	29	420	39	37
Velasquez, Gabriel	2	439	67	443	75	4
Zandecki, Emma	2	413	73	444	76	31
Brisco, Nola	3	413	36	433	28	20
McGeehan, Mason	3	434	64	437	33	3
Arias Silva, Maria (Celeste)	3	448	85	470	77	22
Babino, Giovanna	4	438	40	456	35	18
Barkley, Mina	4	433	33	474	59	41
Downing, Marcus	4	454	62	448	38	-6
Harberts, Victoria	4	443	32	472	55	29
Klein, Emma	4	440	43	469	50	29
Lima Cruz, Stephanie	4	443	47	474	60	31
Caglione, Avaleene	5	450	35	471	39	21
Figuerola, Talia	5	477	71	494	77	17
London, Noel	5	453	38	438	16	-15
Lopez, Aliena	5	481	62	478	47	-3
Montanez, Alizeah	5	469	59	467	44	-2
Toia, Anthony	5	459	45	461	29	2
Farrell, Layla	6	492	69	493	50	1
Fix, Annabella	6	471	45	498	56	27
Santander, Sophia	6	479	54	484	42	5
Silverman, Violet	6	494	51	468	28	-26
Adkins-Swartz, Jack	7	503	70	515	68	12
Carnegie, Bryson	7	497	61	512	63	15

APPENDIX C

Title I Services Visit Checklist

FACTS Educational Services National Program Visit Checklist

Date of Visit	11/06/2024
Supervisor Name	Paige Roland
School Name	Notre Dame Catholic
City	Spring Hill
State	FL
Principal/Building Administrator Name	Florie Buono
Title I Teacher(s)	Sue Harris
Program Type (Direct Instruction Only or Blended Learning)	Blended Learning
Digital Learning Platform (if applicable)	iReady
Subject Area(s)	Math/Reading
Average Group Size	6
School-Wide Assessment	NWEA MAP, TerraNova
Grade Level(s) Served	Kindergarten, 1, 2, 3, 4, 5, 6, 7
Operational Checklist	<ul style="list-style-type: none"> ✓ Student permission slips (one per student; aligns with current roster of Title I students receiving academic services) ✓ Student folders showing progression of skill acquisition over time (one per student with named/dated work) ✓ Student folders and permission slips are kept in a locked/secured cabinet/drawer ✓ Classroom set-up is conducive to small group and digital learning instruction (if applicable)

	<ul style="list-style-type: none"> ✓ The classroom is academically focused (i.e., Word Walls, anchor charts, rules and procedures, etc.) ✓ TITAN is up to date with attendance and lesson plans ✓ Title I materials are appropriately stored/labeled (if applicable)
Comments/Concerns	N/A
Academic Checklist	<ul style="list-style-type: none"> ✓ Classroom time is spent on academically focused topics and is secular/non-ideological ✓ Teacher differentiates instruction throughout lesson when appropriate ✓ Teacher is enthusiastic and motivates students with positive reinforcement/growth mindset language ✓ Teacher gives clear directions for assignments/tasks ✓ Transitions between activities are smooth and timely ✓ Group instruction is focused on standards related to students' skills' gaps: Title I teachers are using classroom teacher requests, digital learning platform results, or school-wide assessment data to drive direct instruction
Comments/Concerns.	Students worked through a teacher-directed math lesson on adding 2-digit and 1-digit numbers. Teacher used manipulatives, number lines and response boards with students. Two students seemed disengaged and behavior was addressed. Teacher used positive reinforcement and reflection for next time.
Follow Up Items	Suggested having students work in pairs and setting ground rules. Students would be responsible to their partner, and if not, can transition into a different activity and suggest to revisit partner work in the future. Gives students clear concise expectations and responsibility to themselves and partner. Also discussed different ways to incorporate student engagement into lessons that provide student choice and voice so it has a foundation in the academics (ie. Letting students share out personal experiences relevant to the lesson). Also incorporating Success Criteria PD documents when developing lesson learning goals and aligned activities/assessment.

APPENDIX D

Title I Annual Meeting Print Materials

As part of federal regulations, Title I teachers are required to hold an Annual Title I Parent Meeting at their school site for parents of students participating in Title I services. The purpose of the Title I annual parent meeting is to provide information to parents of participating children about the program and their right to be involved in their child's education.

This school year, the FACTS interventionist at Notre Dame Catholic, Suzette Harris, held two events for parents to discuss the program and their student(s) progress in the winter and the spring.

Parent sign-in sheets for both events can be found in Figures 1 and 2 below.

Figure 1. November 21, 20 24 Parent Meeting Sign-In Sheet

Annual Title I Parent Meeting Sign In Sheet		
Facilitator/Presenter: <u>Mrs. Harris</u>	Date/Time: <u>11/21/24</u>	
School: <u>Notre Dame Catholic</u>	Location: <u>gym</u>	
Parent Name (first and last)	Student Name (first and last)	Student Grade Level
Alissa Smith	Danielle Smith	2
Alexandra Spalding	Liam Spalding	3
Brach Schiller	Alexander Schiller	2
Kimberly Knapp	Serenity Knapp	5
Veronica Genth	Sophia Genth	10th
Ambera Babino	Giovanna Babino	4th
Patricia Wright	Sylvia Wright	6
Simone Roman	Angelina Catamanda	1
Patricia Schiller	Kim Schiller	1
Dolores McGehean	Mason McGehean	3
Patricia McGehean	Mason, Middle McGehean	2, 3
Jim Randie	Jack Adin-Schwartz	7th
Amber Harborts	Henry H. K. v. Clara	2, 4

Figure 2. March 13, 2025 Parent Meeting Sign-In Sheet

Annual Title I Parent Meeting Sign In Sheet		
Facilitator/Presenter: <u>Mrs. Harris</u>	Date/Time: <u>3/13/25</u>	
School: <u>Notre Dame Catholic</u>	Location: <u>gym</u>	
Parent Name (first and last)	Student Name (first and last)	Student Grade Level
Trina Reyes Grandma	Nola Brisco	3
Alesia Cagliore	Arielle Cagliore	6
Alexandra Spalding	Liam Spalding	3
Patricia Schiller	Kim Schiller	1
Dolores McGehean	Maddie McGehean	2
Patrick McGehean	Mason McGehean	3
Indira Montone	Jason J. Gabriel	4 & 2
Suzanne Zakal	Alice Kouts	2
Amber Harborts	Henry G. v. Harborts	4th & 2



Title I Annual Parent Meeting

Scan the
code with
your phone
to learn
more!



SCAN ME

> FACTS Education Overview

FACTS Education Solutions is a company whose mission is to change the trajectory of a child's life. We do this by partnering with public school districts and nonpublic school leaders, teachers and students to close students' academic skills gaps. FACTS Education designs and implements K-12 programs that include small-group sessions taught by a qualified instructor who delivers lesson activities that meet the needs of students as well as increase their self-confidence.

> Title I Overview

Title I is a federally funded program to assist in meeting student's educational goals. Its purpose is to help students fill academic gaps, provide them with specific learning tools, and help them develop the necessary skills they need for academic success.

> Title I Qualifications

Students are selected for Title I services through a combination of criteria including the results of a standardized achievement test like the NWEA MAP, Renaissance STAR, Terra Nova, or other school-wide assessment, a classroom teacher or school counselor recommendation, or report card grades.

> FACTS Education Title I Program

Our FACTS Education Solutions teachers help students to close learning gaps in Reading, Math, and English Language Arts. At FACTS Education Solutions, we use a Blended Learning Model. The blended learning model is a balance of online learning and direct instruction focused on teaching specific skills.

> Parent Support at Home

Parents and family members play an integral role in assisting their child's learning. We thank you for being so actively involved in your student's education!

Some ways in which parents, guardians, siblings and other household members can help their student at home are:

- Discussing academic goals for improvement
- Setting aside time to read; your child can read to you, you can read to them, and/or they can read to a sibling
- Using Flashcards to practice math facts or phonics skills
- Asking the student to *show* their work and talk through how they got their answers
- Pointing out that math is *everywhere*! Like geometry in the shape of stop sign or the shape of a yield sign; like fractions for telling time or measuring for a recipe; adding, subtracting, multiplying and dividing when buying groceries, counting household items, budget planning, and more! Have your student look for opportunities to discuss math throughout the day at home or on the road!

Questions? Please reach out to your student's Title I teacher or your school building administrator

FACTS Education Solutions Title I Annual Parent Meeting

APPENDIX D

Title I Annual Meeting Print Materials

