

Welcome to Pittsburgh Pittsburgh Science and Technology Academy Title I Annual Meeting - August 23, 2023



Purpose of Meeting

- Federal guidelines require Title I schools to hold a Title I Annual Parent Meeting to explain and discuss the Title I Schoolwide program and requirements.



What will you learn?

What it means to be a Title I school.

What your rights are as a parent or family member of a student in a Title I school.

How our school uses Title I funds to support students and increase student achievement.

What kind of curriculum we are using to teach students.

What kind of assessments we will use to determine if students are mastering the content taught.



What does it mean to be a Title I school?

Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for...

- Providing timely assistance for students experiencing academic difficulties to help these student's meet the State's challenging content standards.
- Purchasing supplemental staff, programs, materials, or supplies that support the schoolwide plan.
- Conducting parent and family engagement meetings, trainings or activities that will help parents support their children academically.



Two Types of Title I Programs

Schoolwide Program

- A comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.
- primary goal is to ensure that all students, **particularly those that are low-achieving**, demonstrate proficient and advanced levels of achievement of the state academic achievement standards.
- In a Schoolwide Program, all students are considered Title I students and all parents are considered Title I parents.

Provides program and fiscal flexibility to upgrade instruction for all children in the school.

Targeted Assistance

- Designed to provide extra educational assistance beyond the regular classroom to at-risk students for not meeting the state's academic standards.
- Depending upon the grade, students are identified by objective criteria established by the District (K-2) or multiple, educationally related objective criteria.
- Only these students are considered Title I students and only the parents of these students are considered Title I parents.

Educational services provided to **identified** children who are low-achieving or at-risk of low achievement.

Our school is a Title I Schoolwide Program



TITLE I BUDGET



School Title I Budget

Overall Total Title I budget

- Amount of funds available for this year: \$83,238

How the funds have been budgeted:

- .5 Math Teacher - \$52,802
- Basic Purchases (Classroom Supplies) - \$11,000
- Equipment/Technology - \$13,000
- Community Services - \$4,313
- Parent & Family Engagement (discussed on next slide) - \$2,123



School Title I Budget – Parent Engagement

Title I Parent & Family Engagement (PFE) portion of Title I Budget

- Amount of funds available for this year: \$2,123
- **How we used PFE funds last school year:**
 - Refreshments at the Title I Annual Meeting
 - Community engagement events
- **How we plan to use PFE funds this school year:**
 - Refreshments at parent workshops that will focus on reading and math.
 - Refreshments at the Title I Annual Meeting (this meeting).
 - Books for our parent book club.
- **How parents can be involved with deciding how funds are spent.**
Please contact Mrs. Benjamin at abenjamin2@pghschools.org.



PARENT AND FAMILY ENGAGEMENT



Parent & Family Engagement Requirements

Each school year, Title I schools are required to:

- Hold an Annual Title I Meeting (this meeting) to inform parents of the school's Title I program.
- Review and revise, if necessary, the school level Parent & Family Engagement Policy.
- Review and revise, if necessary, the School-Parent Compact (shared responsibilities for high student performance).
- Build capacity for strong PFE.
- Ensure a parent is on the Schoolwide planning team.



Title I Parent & Family Engagement Policy

- The Parent & Family Engagement Policy communicates how the school will involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title I program at the school.
- As Title I parents, you have the right to be involved in the development and revision of this policy.
- Our policy will be reviewed and revised **during the October 2023 PSCC meeting (October 12).**
- If interested in reviewing and revising the Parent & Family Engagement Policy, **please contact Mrs. Theuret at [stheuret1 @pghschools.org](mailto:stheuret1@pghschools.org).**



Title I School-Parent Compact

- The School-Parent Compact describes the responsibilities of the school, the parent and the student for improved student achievement.
- Title I parents have the right to be involved in the development and revision of this School-Parent Compact.
- Our School-Parent Compact will be reviewed and revised **October 12, 2023.**
- If interested in reviewing and revising the School-Parent Compact, **please contact Mrs. Theuret at stheuret1@pghschools.org.**



RIGHT TO KNOW



School Level Right to Know

Parents have the right to know:

- The qualifications of your child's teacher and any instructional paraprofessionals that work with your child. As well as the right to request information about assessments.
 - Letter will be sent from the District in September 2023 explaining how to request this information.
- If your child was taught for four consecutive weeks or more by a teacher that is not appropriately state certified.
 - Letter sent by the Principal to the affected students on an as needed basis.

Parent & Family Member Rights

- The right to be involved in the decisions regarding how PFE funds are allotted for PFE activities.
- Right to request opportunities to meet regularly with school staff to formulate suggestions and to participate in decisions relating to the education of their child.
- Right to participate in decisions affecting your child.
- Right to review application for Title I and make suggestions.
 - This opportunity occurs at the District Parent Advisory Council meeting in the Spring every year.



CURRICULUM, ASSESSMENTS & SCHOOL PROGRESS



Curriculum Review

- Our School uses the following curriculum:
 - [Academic Programs](#)
 - Our district uses this curriculum:
 - English 1 – Big Ideas
 - Reading Informational Text, Reading Literature, Writing, Speaking and Listening
 - Anchor Texts
 - Romeo and Juliet by Shakespeare, The Pact by Davis, Jenkins, and Hunt
 - Various Informational Texts
 - Essential Questions
 - How can readers of nonfiction use strong textual evidence to support writing an explanatory text? · How do writers merge life experiences to tell a story?
 - How do patterns of language reveal the central idea of a text?
 - How can readers of nonfiction use strong textual evidence to support writing an explanatory text? · How do writers merge life experiences to tell a story?

State Assessment Proficiency Levels

Your child will be taking the Pennsylvania System of School Assessment (PSSA) in grades 3-8 and the Keystone in high school.

- Four proficiency levels for the PSSA and the Keystone
 - Advanced
 - Proficient
 - Basic
 - Below Basic
- Our goal is for your student to reach the “Proficient” level on the PSSA and the Keystone.
- You will be notified of your child’s state assessment results as follows:
Students will receive a hard copy of the PSSA and Keystone Parent Letters which include the results of the assessment.



Other District Assessments

Assessments are used to help teachers determine if a student is understanding the content presented in the classroom.

Your child will also be taking the following District assessments:

- Language Arts CDT
- Mathematics CDT
- Science CDT

You will be notified of your child's district assessment results as follows:

Students will receive their district assessment results from their grade level content teacher.



School Improvement – TSI School

Our school has been identified as a Targeted Support and Improvement (TSI) School

- What is a TSI school?
 - Schools in which performance by one or more student groups are under-performing.
- What supports are in place to help?
 - Development of evidence-based strategies included in the school improvement plan to be implemented this school year.
 - The State will help to facilitate networked learning communities to foster collaborative learning and problem solving with our school and other schools similar to ours..



School Improvement Plan

The School Improvement Plan is the school's plan for ensuring all students achieve. This plan also serves as the Title I Schoolwide Plan. It details:

- Where the school is now (data)
- Where the school needs to go (goal setting)
- How the school will get there (action plan)
- How the school will know if the plan is working (review and revise)

Parents must be given an opportunity for input.

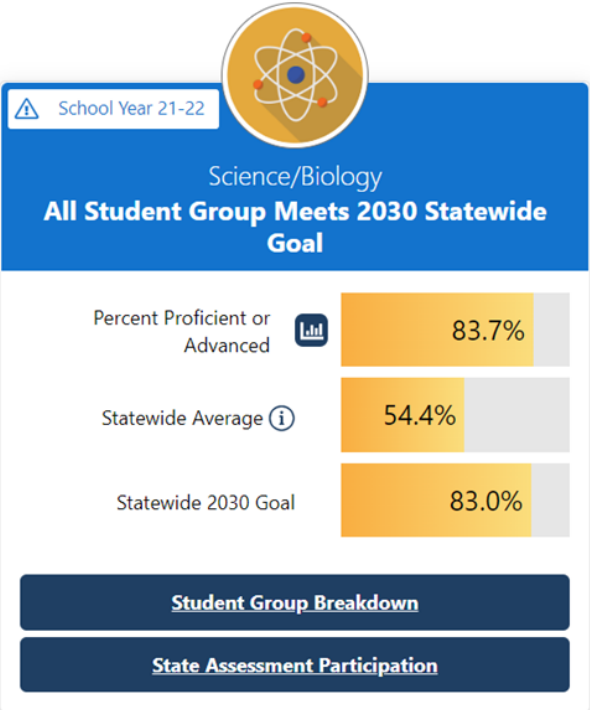
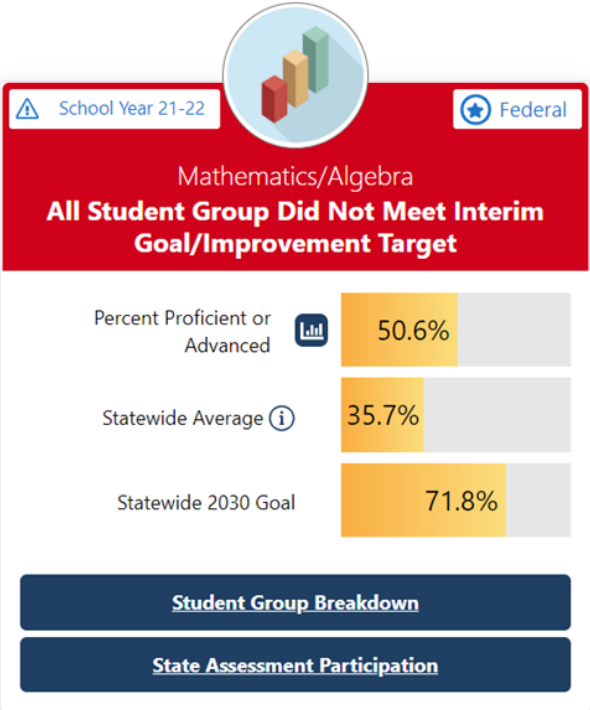
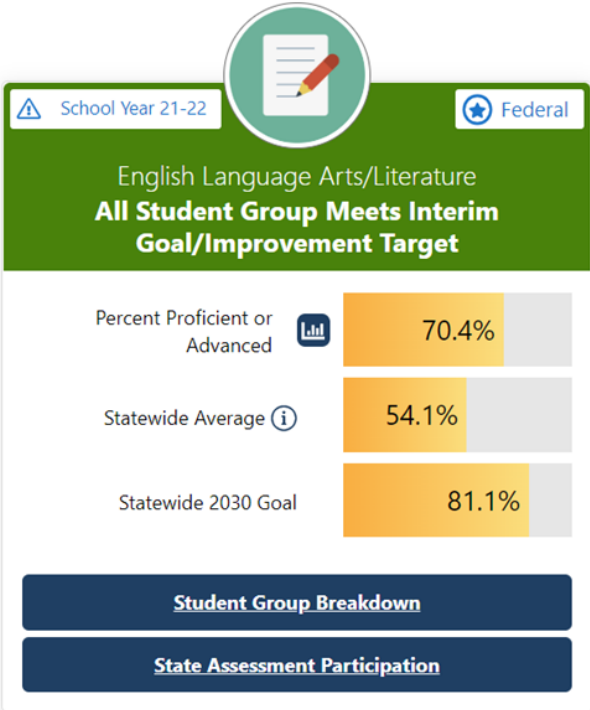
- To participate in the process to revise the school improvement plan, please contact Mrs. Benjamin at abenjamin2@pghschools.org.



Schoolwide Plan – Our Data

Performance on the PSSA and/or Keystone

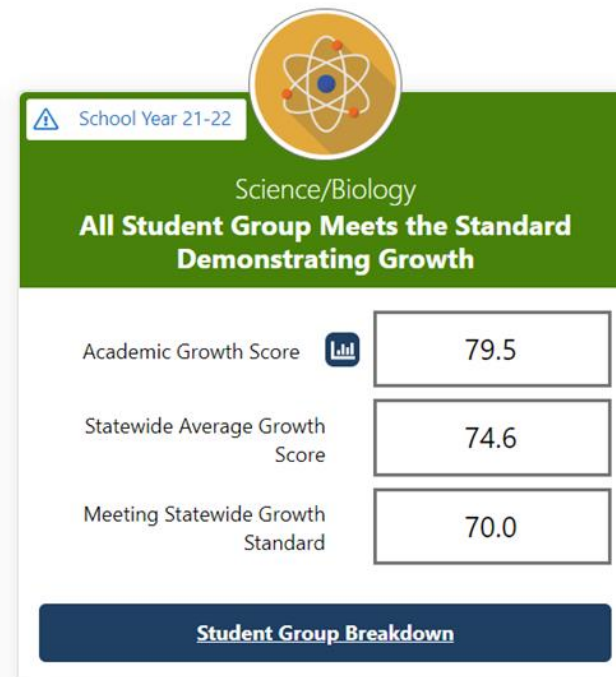
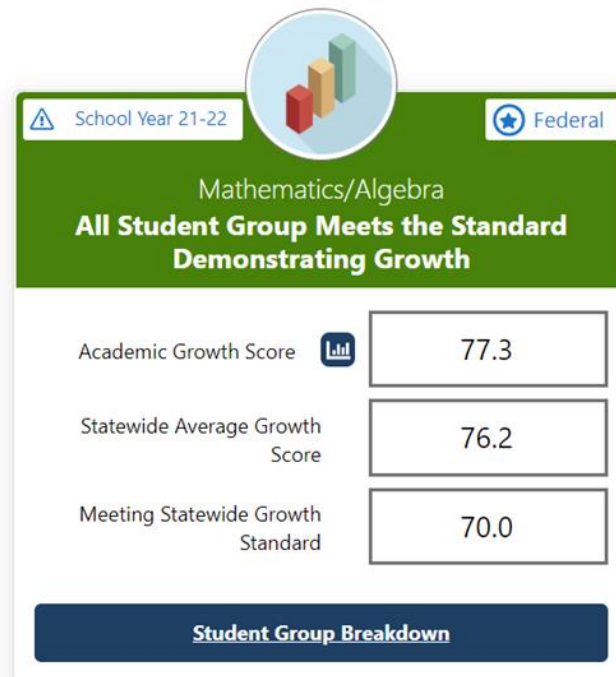
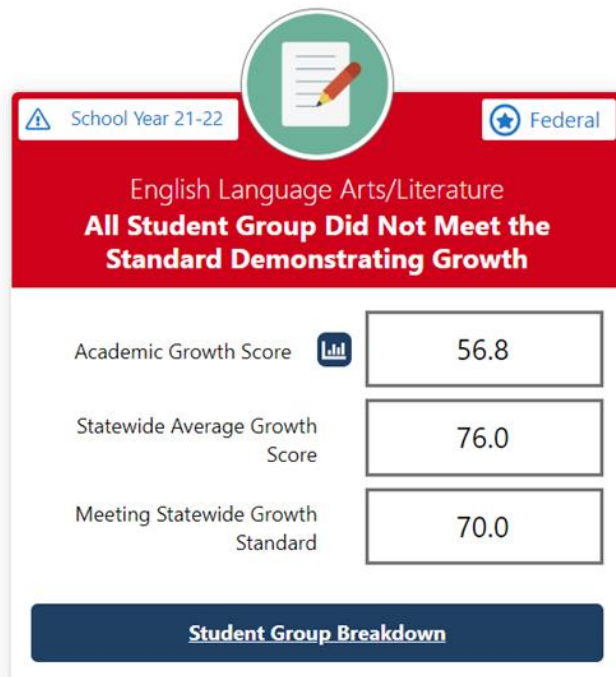
Proficient or Advanced on Pennsylvania State Assessments ⓘ



Schoolwide Plan – Our Data

Performance on the PSSA and/or Keystone

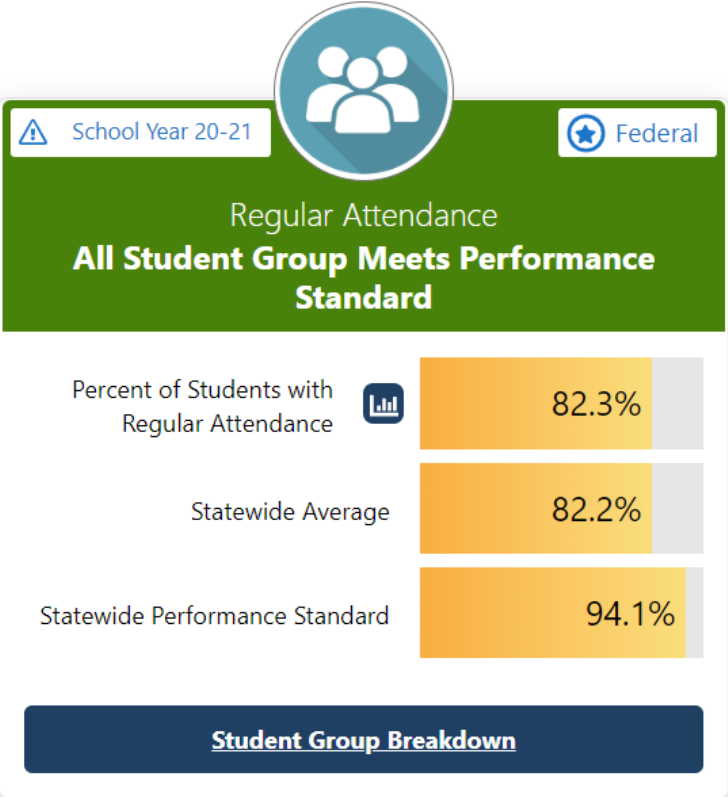
Meeting Annual Academic Growth Expectations (PVAAS) ⓘ



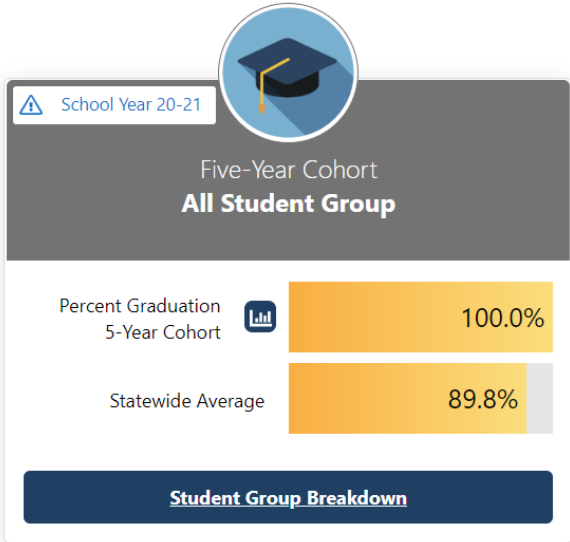
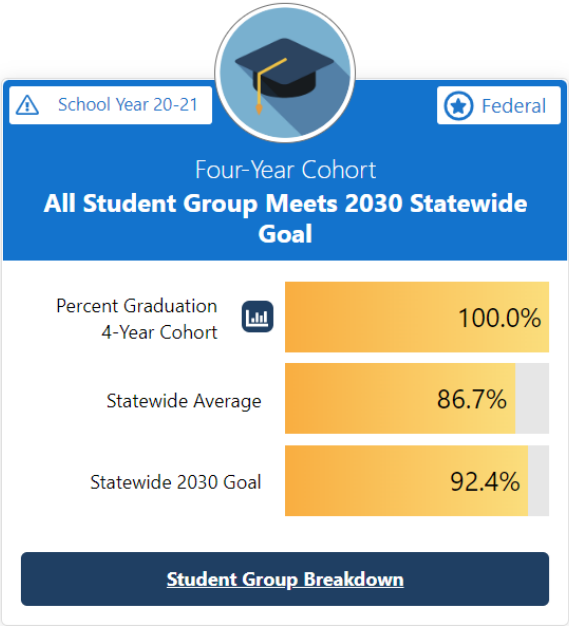
Schoolwide Plan – Our Data

Attendance and Graduation Rate

Regular Attendance ⓘ



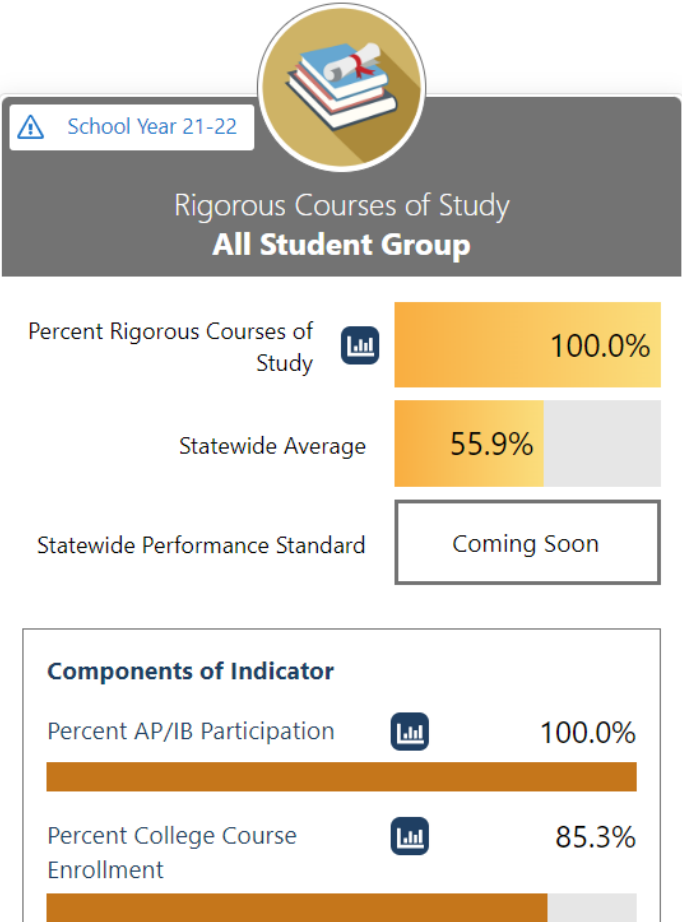
High School Graduation Rate ⓘ



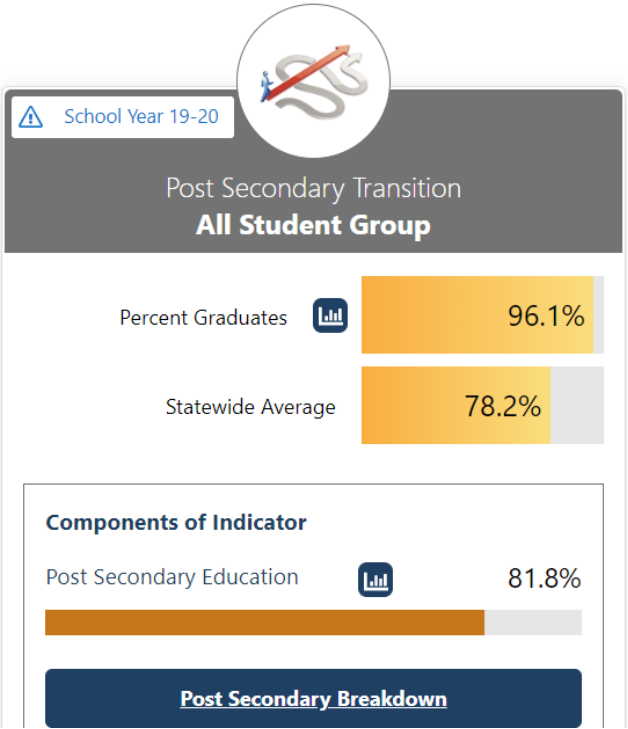
Schoolwide Plan – Our Data

Rigorous Course of Study and Post Secondary Transition

Rigorous Courses of Study ⓘ



Post Secondary Transition to School, Military, or Work ⓘ



School Improvement Plan – Our Goals

Our goals for this school year are:

Evidence-Based Strategy	Measurable Goals
PBIS	We will develop and implement a formal system linked to school-wide expectations and used across settings, including classrooms used by at least 90% of a sample of staff and received by at least a sample of 50% of a sample students by the end of the 23-24 school year.
MTSS/PD	As a result of implementing culturally responsive instruction and the equity framework for culturally and historically responsive literacy, the percentage of students failing 1 or more courses during each marking period will be less than 5% of the total student population.
MTSS	Through data analysis, students will be identified that need additional support and will be given support utilizing the Multi-Tiered System of Supports.
ELA/PD	As a result of targeted instruction on background knowledge and vocabulary development aligned with the Science of Reading, 80% of students will make statistically significant growth on the Classroom Diagnostic Tools (CDT) English 6-12 Exam between Benchmark #1 and Benchmark #3.
Math/PD	<input checked="" type="checkbox"/> As a result of targeted instruction in mathematics, 80% of students in Math will demonstrate statistically significant growth in achievement demonstrated in the Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #3 (or achieving the middle of the green score) or through the adaptive learning programs (ALEKS, IXL, Study Island, Khan Academy, Pearson, etc.).



IMPORTANT ADMINISTRATIVE ITEMS



Volunteer Requirements

Per Board Policy...

- All volunteers must be cleared and have the following documents **on file in Central Office prior** to volunteering:
 - Volunteer Intake Form
 - PA Criminal Background History Check (Free for Volunteers); **and**
 - PA Child Abuse History Check (Free for Volunteers); **and**
 - Federal Criminal History (Fingerprints \$27.50) **OR** the Residency Verification Form and Waiver Request in lieu of the federal fingerprints.
 - **The Residency Verification Form and Waiver Request are only available to volunteers that have resided in PA for 10 consecutive years.**
- Once submitted and approved by the District, clearances are valid for **five(5) years from the date on each clearance.**
- Visit District website: www.pghschools.org/volunteering



Process for Contacting Staff

If you have questions or concerns relating to your child's performance in school or other issues, please contact the school.

- Classroom Teacher
- Principal
- Others



Important Dates

- PSCC/Title I Meetings

DATES AND TIMES

Date: September 14th
Time & Format: 9-10am Virtual
Topic: Student Services at SciTech

Date: October 12th
Time & Format: 5:30-6pm In-Person
Topic: Family Engagement Policy Review

Date: November 16th
Time & Format: 6-7:30pm In-Person
Topic: SciTech STEM Festival

Date: December 14th
Time & Format: 6-7:30pm In-Person
Topic: SciTech Family Dinner

Date: January 11th
Time & Format: TBD
Topic: TBD

Date: February 8th
Time & Format: 6-7:00pm Virtual
Topic: Family Feedback Circle

Date: March 14th
Time & Format: 6-7:00pm Virtual
Topic: Scheduling & Course Offerings

Date: April 11th
Time & Format: 6-7:00pm Virtual
Topic: Comprehensive Planning Meeting



Thank You for Attending!

