

# Pittsburgh Science and Technology Academy Title I Annual Meeting October 8, 2020

Expect great things.



# Purpose

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- Provide information about our school's Title I program.

# How Title I Works

The federal government provides funding to states each year for Title I. To get the funds, each state must submit a plan describing:

- what all children are expected to know and be able to do;
- the high-quality standards of performance that all children are expected to meet and
- ways to measure progress.



State educational agencies (SEAs) send the money to school districts based on the numbers of low-income families.



The local school district (called a Local Education Agency, or LEA) identifies eligible schools and provides Title I resources.

# 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 parental involvement meetings, trainings or activities that will help parents support their children academically.

# Types of Title I Programs

- **Schoolwide Programs** – all students are considered Title I students and all parents are considered Title I parents
- **Targeted Assistance** – students are identified for the program based on how they perform on assessments. Only these students are considered Title I students and only the parents of these students are considered Title I parents

**Which are we?**

**Schoolwide Program**

# Title I Schools Designations

- The Every Student Succeeds Act (ESSA) requires each state to develop a plan to identify schools for support and improvement. The process of identifying schools for support—termed "Annual Meaningful Differentiation" by the federal statute—results in two, distinct federally-prescribed designations:
  - Comprehensive School Improvement (CSI)
  - Targeted Support and Improvement (TSI)

What is our school's designation?

**No Designation**

# Title I Funds in Our School

## Total Title I budget

- Amount of Funds available for this year: \$66,892

## Title I Parent Involvement Funds

- Amount of funds available for this year: \$3,470
- What parent involvement funds were used for last year.
- How parents can be involved with deciding how funds are spent this year.

# How our school is using Title I funding?

Supplements and supports the core academic program by:

- **\$34,256 – Math Teacher**
- **\$7,894 – General Supplies**
- **\$2,895 – Parental Involvement Stipend**





# Parent and Family Engagement

# Parent & Family Engagement Requirements

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- Annual Title I Meeting (this meeting)
- District Level Parent & Family Engagement Policy
- Title I School Level Parent & Family Engagement Policy
- Title I School-Parent Compact
- Title I Small Group Meetings

# School 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.

# 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 Compact.
- The Compact is one way to help carry out the school's policy.
- Our School-Parent Compact will be reviewed and revised during [our next Comprehensive School Planning Meeting – December 3, 2020 at 9:00 a.m.](#)

# Curriculum

Our district uses this curriculum:

- English 1 – Big Ideas
- **Reading Informational Text, Reading Literature, Writing, Speaking and Listening**
  - Anchor Texts
  - To Kill a Mockingbird by Harper Lee, 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?

# Curriculum

Our district uses this curriculum:

- Algebra 1 – Big Ideas
- **Relationships between Quantities and Reasoning with Equations**
- **Equations and Expressions**
- **Linear Relationships and Functions**
- **Exponents**
- **Descriptive Statistics**
- **Quadratic Functions and Modeling**

# 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.**

# Update on School's Progress



Federal

Four-Year Cohort

**All Student Group Meets Interim Goal/Improvement Target**

Percent Graduation  
4-Year Cohort

91.7%

Statewide Average

85.8%

Statewide 2030 Goal

92.4%

[Student Group Breakdown](#)

## Student Group Breakdown



Four-Year Cohort Graduation Rate

Key for Progress Measures

All Student Group	91.7%	○	↓	○
American Indian/Alaskan Native	IS	○	○	○
Asian	IS	○	○	○
Hawaiian/Pacific Islander	IS	○	○	○
Black	96.2%	↑	○	○
Hispanic	IS	○	○	○
White	89.5%	○	↓	○



Five-Year Cohort  
**All Student Group**

Percent Graduation  
5-Year Cohort

100.0%

Statewide Average

88.5%

[Student Group Breakdown](#)



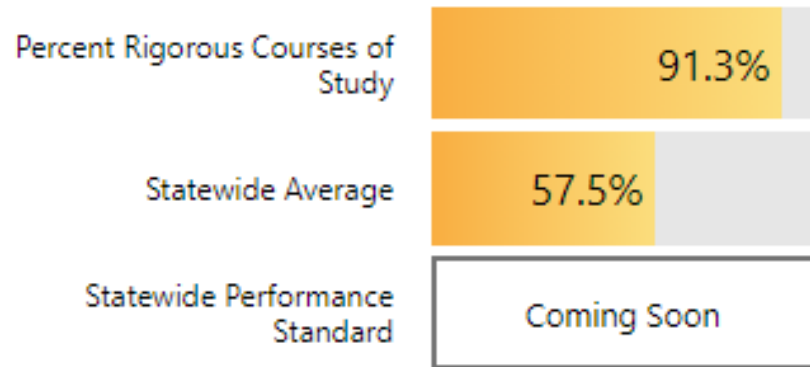
Expect great things.



# Update on School's Progress



## Rigorous Courses of Study All Student Group

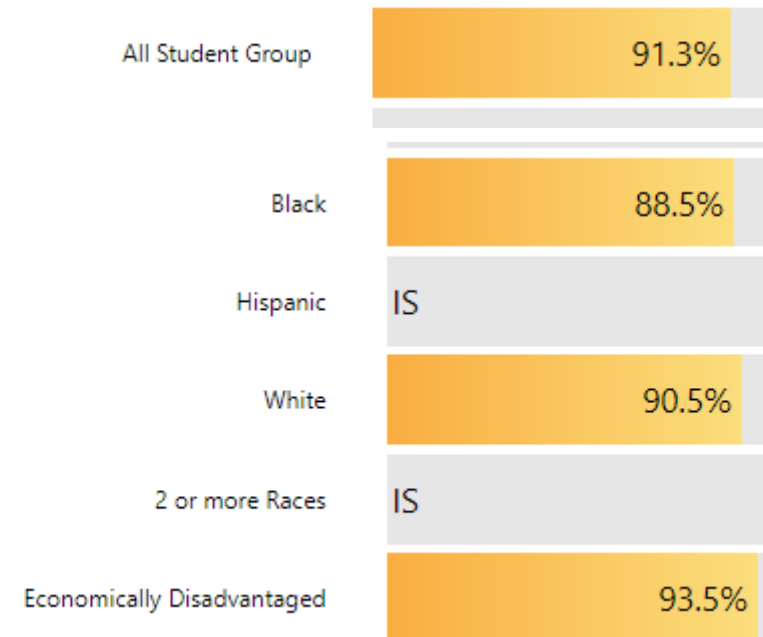


The **Rigorous Courses of Study Indicator** represents the percentage of 12th graders who participated in at least one Advanced Placement (AP) course.

## Student Group Breakdown



## Rigorous Courses of Study



 **Expect great things.**

# School Goals and Indicators of Effectiveness:

- Data Source: 2018 Keystone Algebra I exam
  - Specific Targets: The percent of students identified as proficient on the Keystone Algebra I exam will increase from 94.9% to 95.3%.
  - Performance 2019– 79.1%
  - Target 2019-2020 – 82.7%
  - 1<sup>st</sup> Time Testers 7<sup>th</sup>/8<sup>th</sup> Grade– 60%
  - African American 1<sup>st</sup> Time Testers 8<sup>th</sup> Grade – 40%
- Data Source: 2018 Keystone Literature exam
  - Specific Targets: The percent of students identified as proficient on the Keystone Literature exam will increase from 94.9% to 95.3%.
  - Performance 2019 – 82.6%
  - Target 2019-2020 – 85.5%
  - 1<sup>st</sup> Time Testers – 72.4%
  - African American 1<sup>st</sup> Time Testers – 61%

# School Goals and Indicators of Effectiveness:

- Data Source: 2018 Keystone Biology exam
  - Specific Targets: The percent of students identified as proficient on the Keystone Biology exam will increase from 96.2% to 96.5%.
  - Performance 2019 – 81.4%
  - Target 2019-2020 – 84.7%
  - 1<sup>st</sup> Time Testers – 77%
  - African American 1<sup>st</sup> Time Testers– 62%

# School Goals and Indicators of Effectiveness:

- Data Source: 2017-2018 PSSA Mathematics scores
  - Specific Targets: The percent of students identified as proficient on the PSSA Mathematics exam will increase from 47.5% to 51.8%.
  - Performance 2018-2019 – 48.4%
  - Target 2019-2020 – 53.4%
- Data Source: 2017-2018 PSSA Reading
  - Specific Targets: The percent of students identified as proficient on the PSSA Reading exam will increase from 71.2% to 73.6%.
  - Performance 2018-2019 74.9%
  - Target 2019-2020 – 77.0%

# School Goals and Indicators of Effectiveness:

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- Data Source: 2017-2018 PSSA Science
  - Specific Targets: The percent of students identified as proficient on the PSSA Science exam will increase from 75.7% to 77.7%.
  - Performance 2018-2019 – 68.6%
  - Target 2019-2020 – 72.5%

# School Improvement Plan

The School Improvement Plan is the school's roadmap that also serves as the Title I Schoolwide Plan. It details:

- Where the school is now (data)
- Where the school needs to go (goals)
- How the school will get there (action plan) –Intervention for Middle School
- How the school will know if the plan is working (indicators of effectiveness; review and revise)

Parents must be given an opportunity for input.

- To participate in the process to write or update the school improvement plan, [please attend our Comprehensive School Plan meeting which will take place Thursday, December 3<sup>rd</sup> at 9:00 a.m.](#)

# Teacher and Paraprofessional Qualifications

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District's will ensure that all teachers and paraprofessionals working in a program supported with Title I meet applicable State certification and licensure requirements.

# Parent & Family Member Rights under ESSA

- The right to be involved in the decisions regarding how PFI funds are allotted for PFI activities.
- 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 sent from the District in September 2020 explaining how to request this information.
- Right to know if your student was taught by a non-certified teacher for four or more weeks.
  - Letter sent on an as needed basis.
- 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 EFA meeting in the Spring



# 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)
  - PA Child Abuse History Check (Free for Volunteers)
  - Federal Criminal History (Fingerprints \$27.50) OR the Residency Verification Form and Waiver Request in lieu of the federal fingerprints, **if the volunteer has resided in PA for 10 consecutive years**
  - PDE Form 6004 **(if the volunteer's FBI Fingerprints are more than one year old.)**
- Once submitted and approved by the District, clearances are valid for **five(5) years from the date on each clearance.**

# 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



Thank You for Attending!