



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# Andrew Jackson School

Annual Title I Meeting

# WHAT IS TITLE I?

- ❖ The federal government provides Title I funding to states each year. These funds are disseminated to each School District (LEA). The District is then responsible for distributing these funds to all our schools based on two criteria:
  - ❖ Formula based on low-income status
  - ❖ Title I School Designation
- ❖ Each Spring during the budget process, our school decides how best to use our Title I funds based on a needs assessment with the guidance of school leadership, parents and community members.

# OUR SCHOOL NEEDS YOUR HELP EACH SPRING TO WORK WITH SCHOOL STAFF AND DEVELOP:

- ❖ The Parent and Family Engagement Policy
- ❖ The School-Parent Compact
- ❖ The Schoolwide Plan
- ❖ The School Budget

# SCHOOL DISTRICT OF PHILADELPHIA

## PARENT AND FAMILY ENGAGEMENT POLICY

- ❖ The School District of Philadelphia, with the input of parents, develops a written, district-wide Parent and Family Engagement Policy.
- ❖ If you are interested in providing suggestions and/or recommendations at the District level, please contact your school's Family Engagement Liaison or the Office of Family and Community Engagement (215-400-4180).

# SCHOOL-BASED PARENT AND FAMILY ENGAGEMENT POLICY

- ❖ Discusses how:
  - ❖ We will involve parents in the process of school review and improvement
  - ❖ We will provide the necessary technical assistance to parents that will support and improve student academic achievement
  - ❖ We will build parents' capacity for strong parental involvement to improve student academic achievement
  - ❖ Parents are involved in the development, evaluation and revision of the Parent and Family Engagement Policy

# SCHOOL-PARENT COMPACT

- ❖ The Compact states the goals and responsibilities of the school in providing a quality education to all students and identifying interventions for students who are struggling academically.
- ❖ The Compact states the responsibilities of parents and students in helping the school to meet these goals.

# TITLE I SCHOOL DESIGNATIONS

- ❖ In Pennsylvania, all schools are given a designation of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support & Improvement (ATSI) or Non-Designated, based on school performance measures:
  - ❖ These include the state's academic standards and assessments (PSSA/Keystones)

**❖ Our School Designation is Non-designated.**

# SCHOOLWIDE PLAN

- ❖ The Schoolwide Plan is the school's roadmap to academic success. It details:
  - ❖ Where the school is now (data)
  - ❖ Where the school needs to go (goals)
  - ❖ How the school will get there (plan)
  - ❖ How the school will know if the plan is working (review and revise)



# OUR DATA

## Performance Management Dashboard School Climate Overview

(Updated as of Jun. 2019)

**PRELIMINARY END-OF-YEAR DATA**

### % with 95%+ Attendance

2018-2019 through Jun.; SDP: 46.5%

63.4%<sup>+0.5%</sup>  
YOY - Attendance

### % Chronically Truant

2018-2019 through Jun.; SDP: 31.4%

13.2%<sup>-1.3%</sup>  
YOY - Truancy

### % with Zero OS Suspensions

2018-2019 through Jun.; SDP: 93.6%

96.2%<sup>+0.6%</sup>  
YOY - Zero OSS

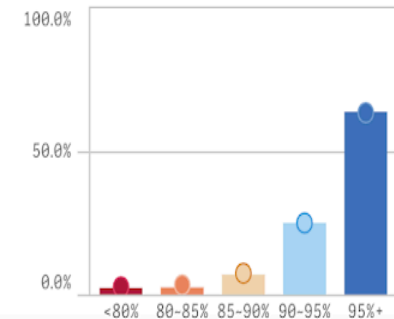
### Serious Incident Rate (per 100 ...)

2018-2019 through Jun.; SDP: 4.7

2.6<sup>-0.2</sup>  
YOY - Incidents

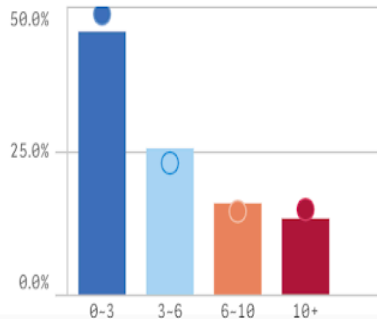
### Students by % Days Attended

2018-2019 (Bars) v. 2017-2018 (Circles), through Jun.



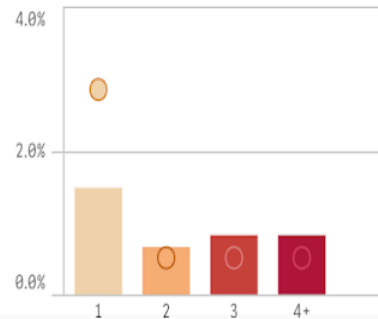
### Students by # Unexcused Absen...

2018-2019 (Bars) v. 2017-2018 (Circles), through Jun.



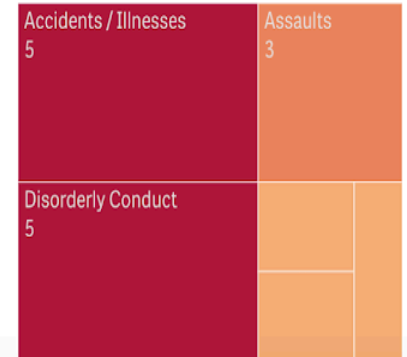
### Students by # OS Suspensions

2018-2019 (Bars) v. 2017-2018 (Circles), through Jun.



### Total Incidents by Type

2018-2019 through Jun.



# OUR DATA

**Important Note:** SY2018-19 AIMSweb assessment scores were re-normed by Pearson. Comparisons to prior years are not encouraged. For more information, click [here](#).

## Performance Management Dashboard

### Early Literacy Overview

(AIMSweb Updated as of Spring / Fourth Quarter 2018-2019, Course Marks Updated as of Q4)

#### % Reading at Tier 1 (AIMSweb)

Grades K-2, 2018-2019 Spring

80.1%<sup>+4.2%</sup>  
YOY - % Tier 1

#### % Meeting Minimum Growth Goal

Grades K-2, 2018-2019 through Fourth Quarter

73.3%<sup>+10.8%</sup>  
YOY - Growth

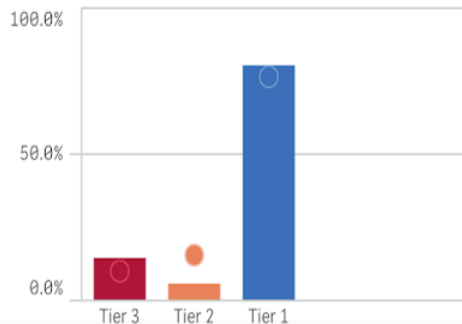
#### % Reading on Grade Level (Instructional)

Grades K-2, Fourth Quarter 2018-2019

64.3%<sup>+12.3%</sup>  
YOY - % At Target

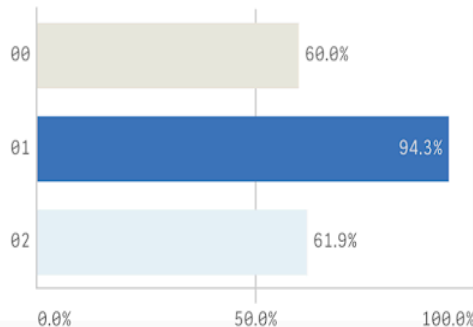
#### K-2 Students by AIMSweb Tier

2018-2019 (Bars) v. 2017-2018 (Circles), Spring



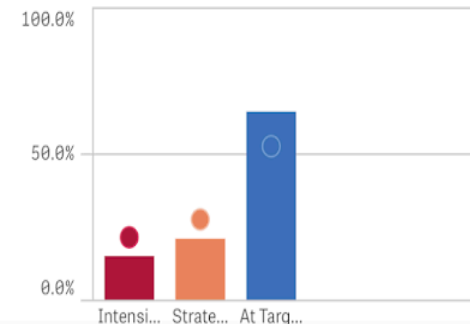
#### Student Growth by Grade Level

2018-2019 through Fourth Quarter



#### K-2 Students by Instructional Reading L...

2018-2019 (Bars) v. 2017-2018 (Circles), Fourth Quarter



# OUR DATA

## PSSA and Keystone Performance

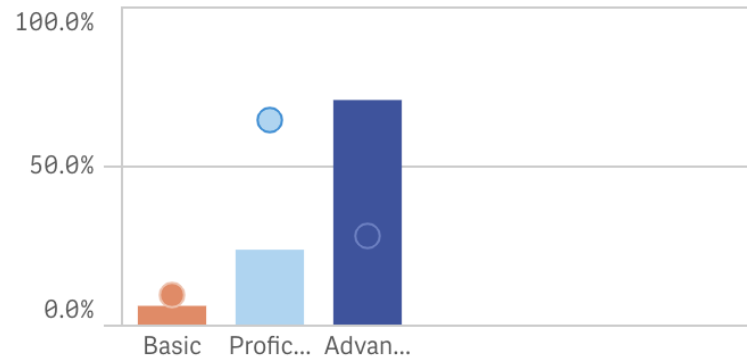
### Math % Proficient or Advanced (Keystone)

2018-2019 Jackson, Andrew School 17 Students.

94.1% <sup>+3.2%</sup>  
YOY % Pro/Adv - Math

### Math: Percent of Students by Performance Level ...

2018-2019 (Bars) v. 2017-2018 (Circles), District Schools.



# OUR DATA

## PSSA and Keystone Performance

### ELA % Proficient or Advanced (Keystone and PSSA)

2018-2019 Jackson, Andrew School 368 Students.

47.8% <sup>+2.8%</sup>  
YOY % Pro/Adv - ELA

### Math % Proficient or Advanced (Keystone and PS...

2018-2019 Jackson, Andrew School 389 Students.

34.7% <sup>+8.9%</sup>  
YOY % Pro/Adv - Math

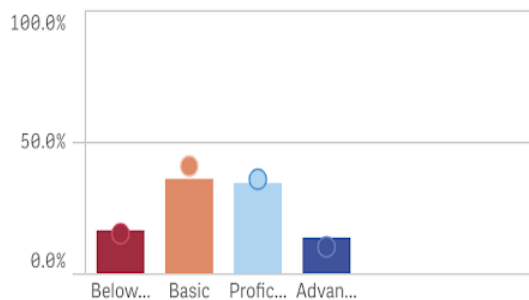
### Science % Proficient or Advanced (Keystone and ...

2018-2019 Jackson, Andrew School 118 Students.

54.2% <sup>+16.6%</sup>  
YOY % Pro/Adv - Science

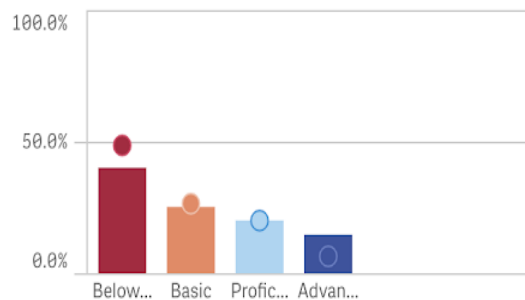
### ELA: Percent of Students by Performance Level (...

2018-2019 (Bars) v. 2017-2018 (Circles), District Schools.



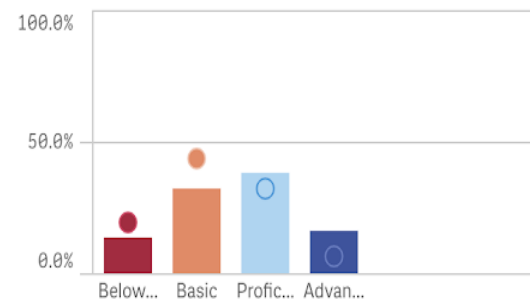
### Math: Percent of Students by Performance Level ...

2018-2019 (Bars) v. 2017-2018 (Circles), District Schools.



### Science: Percent of Students by Performance Le...

2018-2019 (Bars) v. 2017-2018 (Circles), District Schools.



# OUR GOALS

## 2019-2020 School Goals:

- Implement clear and consistent behavioral expectations that positively build leadership, encourage responsible decision-making, and hold students accountable to these expectations through implementing a PBIS program.
- Differentiate instruction so that ALL students have access to learning; monitor the progress of students and adjust instruction to meet his/her needs.
- Increase rigor by implementing the Common Core ELA and Math shifts with targeted supports defined by the core actions for each shift.

# OUR APPROACHES SCHOOLWIDE PLAN

PBIS Grant

PlayWorks

MTSS Model

Targeted professional developments

Intervention programs

Supplemental Math and Science curriculum

# SCHOOL BUDGETS AND SET-ASIDE REQUIREMENTS

- ❖ Title I expenditures must support the school's core academic program to ensure a well-rounded education. They should be aligned with the Schoolwide Plan.
- ❖ Parents must be involved in the discussions regarding how these funds will best support improving academic achievement.
- ❖ 1% set aside for Parent and Family Engagement
- ❖ Parents must be involved in the discussions regarding how these funds will best support them in working with their child at home to improve achievement.

# SCHOOL TITLE I SPENDING

- ❖ Our School plans to spend this year's Title I funds on...
  - ❖ SBTL – Ms. D'Alessandro
  - ❖ 1 elementary teacher
  - ❖ Counselor
  - ❖ 2 kindergarten SSAs
  - ❖ Lexia
  - ❖ Summer reading backpacks
  
- ❖ Our School plans to spend this year's Parent funds on...
  - ❖ Based on your input, teacher input, and enrollment, and data



# PARENT AND FAMILY ENGAGEMENT ACTIVITIES

- ❖ Our Planned Parent Engagement Activities for the coming year include...
- ❖ Monthly SAC meetings
- ❖ Parent Workshop
- ❖ Back to School Nights
- ❖ HSA activities

# TEACHER & PARAPROFESSIONAL QUALIFICATIONS

## ❖ **Appropriately State Certified Teachers:**

- ❖ Certified by passing state examination (PRAXIS)
- ❖ BA degree
- ❖ Area of certification must match the teaching assignment

## ❖ **To be hired, all paraprofessionals must be Appropriately State Certified:**

- ❖ Completed two years of higher education study, OR
- ❖ Hold an Associate Degree, OR
- ❖ Pass a rigorous, formal assessment

# RIGHT TO KNOW QUALIFICATIONS

- ❖ You have the right to request the qualifications of your child's teacher and any instructional paraprofessionals that work with your child.
  
- ❖ To learn the qualifications of these staff members, please make an appointment with the principal.

# RIGHT TO KNOW 4 WEEK LETTER

- ❖ You will be notified in writing when your child is taught for 4 or more consecutive weeks by a teacher who is not Appropriately State Certified.

# STATE ACADEMIC STANDARDS AND ASSESSMENTS

❖ Our State Assessments are the PSSA literacy and math for grades 3-8 and Science for grades 4 and 8.

❖ During report card conferences your child's teacher will discuss the State's academic content standards. These conferences will be held on November 20-22<sup>nd</sup>.

# CURRICULUM

- Our school's curriculum is:
  - Literacy: ReadyGen
  - Math: Envision, Mentoring Mathematical Minds (3-6)
  - Science: Defined Stem, Picture Perfect Science (K-2)
  - I-Ready – computer based, individualized math and literacy
  
- You can support student learning at home.
  - Access to I-Ready and Lexia (if your child is assigned to this program)
  - Ready daily

# OUR SCHOOL NEEDS YOU!

- ❖ Learn about our **Title I** program and review documents in our Title I binder located in the main office
- ❖ Take advantage of what **Title I** has to offer
- ❖ Get involved in your child's education

You, your child, and our school can be a winning team!