

Annual District Title I, II and IV Meeting

April 3, 2019



Annual District Title I, II and IV Meeting Agenda April 3, 2019

- ▶ Welcome
- ▶ Review of all Federal Monies
 - ▶ Title I
 - ▶ Title II
 - ▶ Title IV
- ▶ Review of Schoolwide vs. Targeted Assisted – Review of Schoolwide Plans
- ▶ Parent Involvement Plan and Activities
- ▶ School Compacts
- ▶ Parent Recommendations on how to train staff to better communication with parents
- ▶ Equity Plan Review
- ▶ Recommendations for 2019-2020
- ▶ Curriculum and Professional Development
- ▶ Questions and Answers

MASD Federal Dollars

- ▶ Title I
- ▶ Title II
- ▶ Title IV
- ▶ School Improvement Grant
- ▶ CSI Money for Founders' Hall



Title I

\$2,167,114.00

- ▶ Full Day Kindergarten
- ▶ Homeless Liaison
- ▶ Reading Specialist
- ▶ Math Specialist
- ▶ AIMS Teachers at Twin Rivers Intermediate
- ▶ Facilitators
- ▶ Director of Federal Programs
- ▶ Parent Involvement Activities
- ▶ Professional Development
- ▶ Supplemental Curriculum
- ▶ Literacy Coaches
- ▶ Curriculum Revisions



Title II

\$250,185.00

- ▶ AIMS Literacy Teacher at Twin Rivers
- ▶ Crisis Intervention Specialist at Twin Rivers
- ▶ Math Specialist at Francis McClure



Title IV

\$170,639.00

- ▶ First Grade Teacher at Twin Rivers
- ▶ 1/2 Dean of Students at Francis McClure for the beginning of the year.



School Improvement

\$77,665.00

- ▶ Reading Specialist at Francis McClure
- ▶ Last year of the money

CSI Money for Founders' Hall \$279,227.33

- ▶ Planning is taking place regarding how this money will be used during the 2019-2020 school year.



TIME FOR
SOMETHING
NEW!

A chalkboard sign with white and blue chalk. The text "TIME FOR SOMETHING NEW!" is written in a bold, sans-serif font. "NEW!" is written in a larger, blue, textured font.

Schoolwide and Targeted Assistance Schools

- ▶ Francis McClure Schoolwide
- ▶ Twin Rivers Schoolwide
- ▶ Founders' Hall Targeted 2018-2019
Schoolwide 2019-2020

Difference between Schoolwide and Targeted



Targeted Assistance VS. Schoolwide Programs

Targeted Assistance Program	Both Programs	Schoolwide Programs
Student identification is made that renders them eligible or ineligible for academic services. Students identified as most at risk of not meeting state academic standards are served. Service students <u>ARE NOT</u> based on socio-economic status.		All students can receive additional services. No student identification is made that renders them eligible or ineligible for services. Students identified as most at risk are given additional assistance.
	Plans and programs employed must be based on scientifically-based research and must strengthen the core academic program of the school.	
Program targets resources only to those students most at-risk academically in reading and/or math.		Program promotes improved instruction for all students and constitutes comprehensive school reform.
Professional development with Title I funds focuses on staff who provide direct support to Title I service students and is aligned with these students' needs.		Title I funds are used to provide professional development for all staff to support all students.
	Title I funds are used to support additional instruction and teaching positions.	
	Careful accounting must show that funds otherwise received from non-Title I sources are not replaced with Title I funds. <i>Supplement vs. Supplant</i>	
Students are to be pulled from the regular educational setting as little as possible. Afterschool and summer classes can be considered.		There may be a need to pull students from the regular educational setting to receive the benefits of the federal money, but pull-out should be as minimal as possible.
	On-going monitoring of student progress is necessary to determine intervention program modifications.	
Parents must be notified of students' eligibility for Title I services.		No parent notification of additional services to students is necessary.

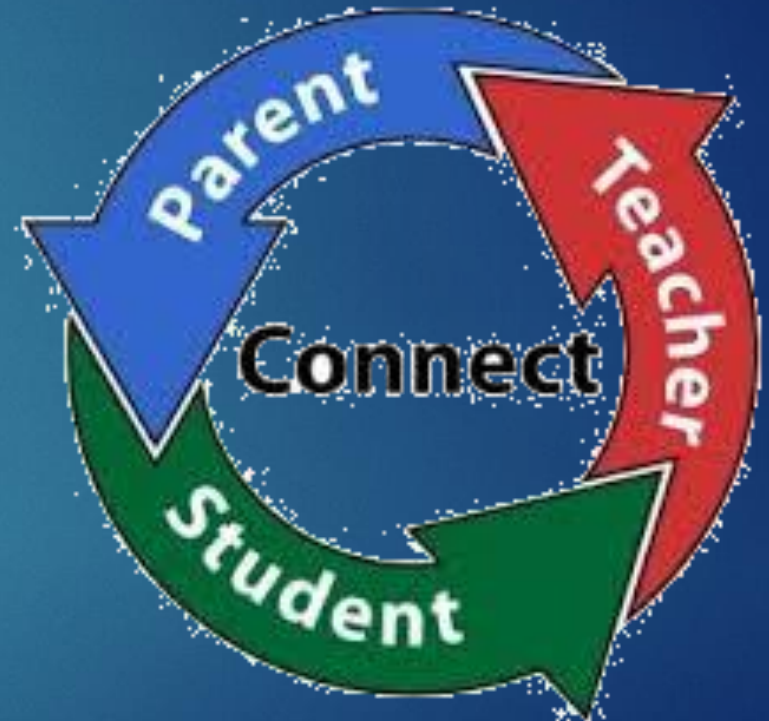
Parent Involvement Plans

- ▶ Review the Plans
 - ▶ Twin Rivers Elementary
 - ▶ Francis McClure Elementary
 - ▶ Founders' Hall Middle School
 - ▶ McKeesport Area School District
- ▶ Comments for 2019-2020



School Student-Teacher-Parent Compacts

- ▶ Review of the Compacts
 - ▶ Twin Rivers Elementary
 - ▶ Francis McClure Elementary
 - ▶ Founders' Hall Middle School
- ▶ Comments for 2019-2020



Parent Recommendations on how to train staff to better communication with parents?

Ideas – Please share

PARENT INVOLVEMENT



Equity Plan

2018-2019 School Year

LEA: McKeesport Area School District

LIST of SCHOOLS	2018-2019 School Improvement Status	2019 Continuous School Improvement	% of Poverty	% of Minority	# and % of ASC Teachers		# and % of Non-ASC Teachers		Teacher Experience	
									# of "new teachers"	# of "not new teachers"
Twin Rivers Elementary School	Not Designated	No Designation	81.55%	68.51%	52	100%	0	0%	9	43
Francis McClure Elementary School	Focus	No Designation	67.87%	53.26%	48	100%	0	0%	1	47
Founders' Hall Middle School	Not Designated	Comprehensive Support and Improvement	67.63%	55.70%	55	100%	0	0%	7	48
McKeesport Area Senior High School	Not Designated	Targeted Support and Improvement	62.76%	53.64%	67	100%	1	98.51%	10	57

- Poverty Data and % of Minority provided by October 1, 2018 PIMS ACS
- Teacher Information provided by PIMS October 1, 2018 Staff upload and data obtained for the 2018 Comparability Report.
- The following professional employees at each building were not included on the Equity Plan Worksheet: Principals, Assistant Principals, School Counselors, Literacy Coaches, Dean of Students, Psychologists and School Nurses.

Equity Plan

2018-2019 School Year

- **School Poverty Percentage:** All schools within the McKeesport Area School District experience poverty at a very high level. All of our students receive a free breakfast and lunch due to our involvement in the Community Eligibility Program and with the 1.6% multiplier given to school districts from CEP all buildings are 100% free and reduced.
- **School Minority Percentage:** McKeesport Area School District's percentage of minority students throughout the district does not vary much from school to school. The percentage of minority students is slightly higher at Twin Rivers Elementary School, but not overly remarkable. All district students attend Founders' Hall Middle School and McKeesport Area Senior High School, thus the minority numbers are a true reflection of the district population.
- **Number and percentage of ASC teachers:** McKeesport Area School District has 99.55% of their teaching staff Appropriately State Certified.
- **Number and percentage of non-ASC teachers:** McKeesport Area School District has 0.045% of their teaching staff not Appropriately State Certified. The only teacher not Appropriately State Certified is a teacher at the High School. She is a German teacher who currently has an emergency certification and is working towards her certification.
- **Number and percentage of "not new teachers" (one who has taught in a public school for three or more full academic years), and number and percentage of "new teachers" (one who has taught in a public school for less than three full academic years).** McKeesport Area School District has 100 teachers at the Kindergarten through 5th grade level and only 10 (10%) teachers at this level have three or less years of experience. At the secondary level, there are 122 total teachers, 105 teachers (86.07%) with three or more years' experience and 17 (13.93%) teachers with less than three years' experience.

Recommendations for the 2019 – 2020 School Year



Literacy Vision and Mission

- ▶ All students in the McKeesport Area School District will acquire the necessary literacy knowledge and skills to become productive members of our global society. We are committed to preparing students to be a part of a collaborative community of motivated, engaged, reflective, and strategic readers, writers, thinkers, speakers, viewers, and listeners who are well prepared for college and careers.
- ▶ McKeesport Area School District engages all stakeholders in quality literacy development to increase opportunities for life long success. The district strives to create an environment that enables teachers to provide high quality, research-based, rigorous literacy instruction to all children in all content areas. To measure our progress, the district has established a systematic plan to collect and use data to guide instruction and meet students' needs.

Professional Development

- ▶ Daily morning meetings devoted to in-depth review of the PA Core standards for English Language Arts and Math, analyzing student learning data, teacher collaboration, and sharing of resources
- ▶ School calendar has days built in each year for continuous teacher learning

Screening and Assessment



Wilson Foundations

Foundations

As a recognized leader in **multisensory, structured language programs**, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

Wilson Foundations makes learning to read fun while laying the groundwork for **life-long literacy**. Students in **grades K-3** receive a **systematic program** in critical **foundational skills**, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling



Questions and Answers??

