



THE SCHOOL DISTRICT OF
PHILADELPHIA

Andrew Jackson School

September 21, 2020
Annual Fall Title I

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

Star Overview



School Name

Learning Network

Sector

School Year

Assessment Window

...

Select Grade Span

Required Grades (6-10)

Star 360

Updated as of 2019-2020 Feb/Mar

Note: SY19-20 testing windows do not align across grade bands. Data from the most recent testing window for each grade band is displayed, unless otherwise indicated.

Reading: % at Highest Tier/Level

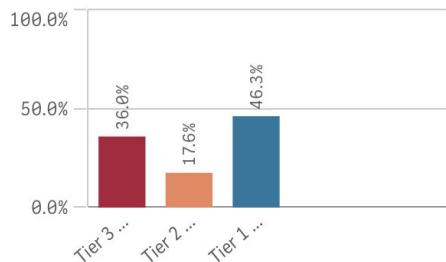
Out of 136 Students in Gr. 6-8, 2019-2020 Feb/Mar

46.3% ^{33.1%}
% At/Above Benchmark in Reading



Reading: % at Highest Tier/Level

Gr. 6-8, 2019-2020 Feb/Mar



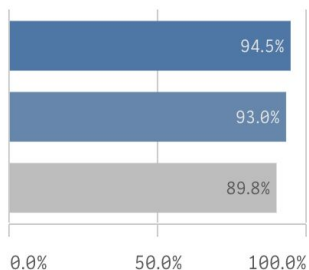
Reading: % Participation

Out of 147 Students in Gr. 6-8, 2019-2020 Feb/Mar

92.5%

Reading: % Participation b...

Gr. 6-8, 2019-2020 Feb/Mar



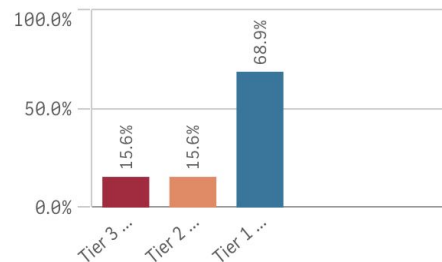
Math: % at Highest Tier/Level

Out of 122 Students in Gr. 6-8, 2019-2020 Feb/Mar

68.9% ^{54.9%}
% At/Above Benchmark in Math

Math: % at Highest Tier/Level

Gr. 6-8, 2019-2020 Feb/Mar



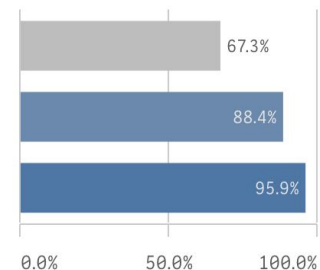
Math % Participation

Out of 147 Students in Gr. 6-8, 2019-2020 Feb/Mar

83.0%

Math: % Participation by Gr...

Gr. 6-8, 2019-2020 Feb/Mar



Our Data

Early Literacy Overview

School Name

Grade Level (K-5)



Learning Network

School Year

NOTE: Interpret data for Q3 2019-20 with caution. District-wide, there were sharp declines both in number of DRA levels assessed and in performance. See [Resources page](#) for more info.

Early Literacy Overview

(AIMSweb Updated as of Winter 2019-2020; Course Marks Updated as of Q3 2019-2020)

% Reading at Tier 1 (AIMSweb)

Grades K-5, 2019-2020 Winter Assessment

60.8%^{+0.1%}_{YOY}

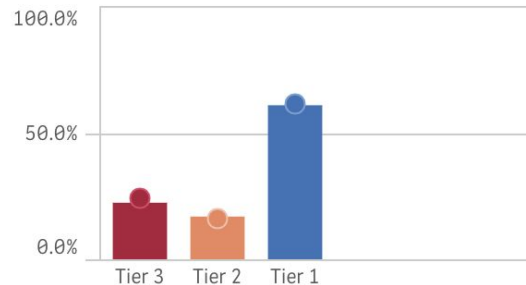
% Meeting Minimum Growth Goal

Grades K-5, 2019-2020 through Third Quarter

85.7%^{+13.0%}_{YOY}

Students by AIMSweb Tier, Grades K-5

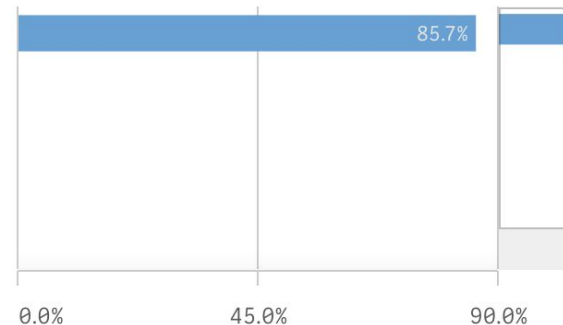
2019-2020 (Bars) v. 2018-2019 (Circles), Winter Assessment



Reported at the School level (Jackson, Andrew School)

Student Growth by Grade Level

2019-2020 through Third Quarter



Reported at the School level (Jackson, Andrew School)

Our Data

School Climate Overview

School Name

Grade Level

Learning Network

Sector

School Year

...

Due to COVID-19 closures, 2019-20 attendance, suspension, and serious incident metrics only consider data through March 13. YOY compares to end-of-March 2019.

School Climate Overview

(Updated as of August 18, 2020 - data through Mar. 2020)

EXCEPTION: Attendance for some Opportunity Network schools may be inflated due to calendar coding issues for Mar. 16-31.

% with 95+ Attendance

2019-2020 through Mar.; SDP: 54.7%

71.5%^{+6.1%}_{YOY}

% Chronically Truant

2019-2020 through Mar.; SDP: 18.4%

4.1%^{-4.0%}_{YOY}

% with Zero OSS

2019-2020 through Mar.; SDP: 95.4%

98.1%^{+1.4%}_{YOY}

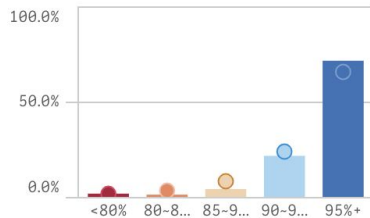
Serious Incident Rate (per 100 St...

2019-2020 through Mar.; SDP: 3.8

0.9^{-1.8}_{YOY}

Students by % Days Attended

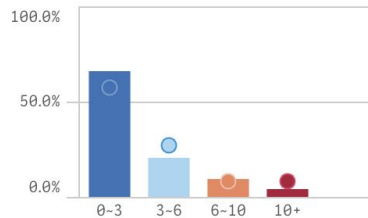
2019-2020 (Bars) v. 2018-2019 (Circles), through Mar.



Reported at the School level (Jackson, Andrew School).

Students by # Unexcused Absences

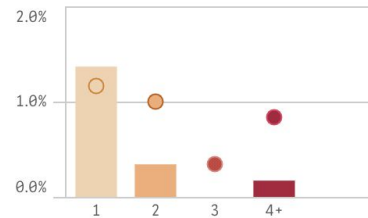
2019-2020 (Bars) v. 2018-2019 (Circles), through Mar.



Reported at the School level (Jackson, Andrew School).

Students by # of OSS

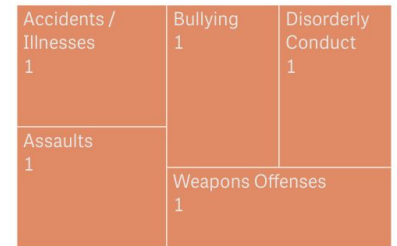
2019-2020 (Bars) v. 2018-2019 (Circles), through Mar.



Reported at the School level (Jackson, Andrew School).

Total Incidents by Type

2019-2020 through Mar.



Reported at the School level (Jackson, Andrew School). Larger boxes represent more

Our 2020-2021 Goals

- Implement PBIS with fidelity.
- Raise proficiency in all subject areas through rigorous, standards-aligned instruction via a focus on the common core shifts***
- Use student assessment to deeply inform instruction, including whole group and small group instruction.
- Take measures to ensure all students are valued, improve disproportionality, and promote equity.
- Differentiate to meet the needs of all learners in the digital space and brick and mortar.

OUR APPROACHES

PBIS Grant

MTSS Model

Targeted professional developments

Intervention programs

Student work analysis protocol (EQUiP)

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. Pena
 - ❖ 1 elementary teacher
 - ❖ Counselor
 - ❖ 2 kindergarten SSAs
 - ❖ Lexia
 - ❖ Reading A-Z

- ❖ 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.

Not applicable at this time.

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 23-25th.

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!