Obama  6-12 Title I Annual Meeting
SEPTEMBER 14, 2022  6:30-7:30 pm MS TEAMS
Objective

• To share information about our school’s Title I program.

• To share updates/changes for the 22-23 School Year

• To provide parents with information to support their child’s academic success at Obama

• To provide parents with information to become a part of our school community.
School Administration

Mrs. Colbert
Proud Principal

Mr. Clawson
Assistant Principal

Mrs. Bailey
Assistant Principal
Office & Support Staff

Ms. Snow
School Secretary

Ms. McGeorge
Student Data Systems Specialist (SDSS)

Ms. Ieuse
Math Coach

Ms. Green
School Secretary

Ms. Conturo
Literacy Coach

Ms. Mix
ESL Teacher

Ms. White
Speech Therapist

Nurse Beaumont
IB Program Coordinators

Mr. Chapman
Middle Years Program

Mr. Ehman
Diploma Years Program
Guidance Department

Dr. Hanner
Counselor
Middle School

Mrs. Smith
Counselor
Grades 10 & 12

Ms. Brueckner
Social Worker
Grades 6 -12
6th Grade Staff

Ms. Hromiko
Science

Mr. Singleton
Geography, History gr 7

Mr. Dumbroski
Communications

Ms. Townsend
Communications

Mrs. Hodge
Math

Mrs. Festa
Math
7th Grade Staff

Mr. Riddle
Communications

Ms. Sullenberger
Math

Mr. Bartello
Science

Ms. Stanga
Math

Mr. Mathews
Communications
8th Grade

Ms. Elias
Us History, Theory of Knowledge Gr 11

Mr. Kress
Math 8

Ms. Frey
Math 8, Statistics

Ms. Sullenberger
Math Studies

Ms. Cornibe
Communications

Mr. Vanderloss
Science
HS Math

Mr. Larva
Math Studies
11/12

Mrs. Berry
Math Studies
11/12

Mr. Miller
Pre-Calculus/
Calculus, Algebra 2

Ms. Gallo
Geometry,

Ms. Dugan
Algebra I 8th & 9th
HS Science

Mrs. Roberts
Physics

Mr. Bachar
Biology

Ms. Dirling
Biology 2, DP Sports

Mr. Collinger
Chemistry
HS Individuals & Society

Mr. Vitti
Theory of Knowledge

Ms. Clarke
African American History/Psychology

Mrs. Waechter
Civics

Mr. Schaefer
History of the Americas/Theory of Knowledge

Mr. Naveh
20th Century History, US History 10th
Program for Students with Exceptionalities

Mrs. Whealdon
Mr. Chersky
Mr. Giles
Mr. Kane
Mr. Silvestri
Jeffrey Antoszewski

Mrs. Childs
Mr. Giles MS
Mr. Kane HS
Mr. Silvestri HS

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Language Acquisition

Ms. Shaffer
Spanish

Mrs. Yan
Chinese

Mr. Roa
Spanish

Ms. Hayllar
French

Mrs. Bordner
Spanish

Mr. Bynum
Japanese

Mr. Casilli
Japanese
Health & Physical Education

Mrs. Macklin  HS
Mrs. Stovash  HS
Mrs. Conway  MS
Mrs. Estrada  HS
Mrs. Dunaway  HS/MS
Arts, Technology, & Music

Mrs. Coyne – Visual Arts

Mrs. Voyvodich Bayala – Visual Arts

Mrs. Hudgins – Tech Arts

Mr. Williams – Visual Arts

Ms. DeMark – Visual Arts

Mr. Ehman – Film

Mr. Schrader – Music

Mrs. Sharif-Lucas – Music
Yondr Cellphone Solutions

Yondr Rep Ngozi
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.

The State allocates the money to school districts based on the numbers of low-income families.

The local school district 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 parent and family engagement meetings, trainings or activities that will help parents support their children academically.
Title I Program

• Our school has a Title I Schoolwide Program

  ○ A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those that are low-achieving, are able to demonstrate proficient or advanced levels of achievement based on state academic achievement standards.

  ○ In a Schoolwide Program, all students are considered Title I students and all parents are considered Title I parents.
Overall Total Title I budget
  • Amount of funds available for this year: $233,126

Title I Parent & Family Engagement portion of Title I Budget

  • Amount of funds available for this year: $4,071
  
  • What parent & family engagement funds were used for last year. School supplies, supporting w/mailing
  
  • How parents can be involved with deciding how funds are spent this year. Attend monthly PSCC meetings & PTSA meetings.
How our school is using Title I funds

$233,126

Supplements and supports the core academic program by:

• Basic Purchases (staff)
  • $201,444 (2 Math Teachers)
  • $24,701 - 20% of social worker salary
• $4,071 Parent & Family Engagement Purchases (food, supplies, etc.)
• $2,300 FACE COORDINATOR STIPEND
• Professional Development paid for with Title Funds
Parent and Family Engagement
School Level Parent & Family Engagement Requirements

- Annual Title I Meeting (this meeting) to inform parents of the school’s Title I program.
- Title I School Level Parent & Family Engagement Policy review and revision
- Title I School-Parent Compact (shared responsibilities for high student performance) review and revision
- Build capacity for strong PFE
- Ensure a parent is on the Schoolwide planning team.
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.

• Our policy will be reviewed and revised October 12, 2022 @ 8:30 AM – 9:30 AM

• If interested in reviewing and revising the Parent & Family Engagement Policy, Register for and Attend October 12th PSCC Meeting. Registration information will go out monthly.
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 on October 12, 2022 @ 8:30 AM – 9:30 AM.

If interested in reviewing and revising the School-Parent Compact, register for and attend October 12th PSCC Meeting. Registration information will go out monthly.
School Level Right to Know Requirements

• 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.
  
  o Letter will be sent from the District in September 2022 explaining how to request this information.

• Right to know if your student was taught for four consecutive weeks or more by a teacher that is not appropriately state certified.
  
  o Letter sent by the Principal to the affected students on an as needed basis.
Parent & Family Member Rights under ESSA

• 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

Our district uses the following curriculum for **Middle School Math**.
Our district uses the following curriculum for **Algebra 1, 2 & Geometry**

Even if the student is in middle school:
Curriculum

Our district uses the following curriculum for

English Language Arts
Grades 6-10
Our district uses the following curriculum for

IBDP (GRADES 11-12) CAMBRIDGE, HAESE & OXFORD
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
  o Advanced
  o Proficient
  o Basic
  o 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: Last year’s results should have been mailed home August-Keystone, September-PSSA (on way)
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:

- CDT Exams begin Sept. 21, 28, 29, 30
- CDT test will be taken 3 times this year
- State exams in Winter & Spring
- Mid-terms & Final Exams January 2023, June 2023

You will be notified of your child’s state assessment results as follows: **Mailing once scores are available from PDE**
Update on School’s Progress

Performance on the PSSA and/or Keystone

• See slides below

Attendance or Graduation Rate

• 82.8% down from 94.2% in 20-21 school year
• 95% Graduation Rate down from 98% average in previous years
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<td></td>
<td>8</td>
<td>6</td>
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</tr>
<tr>
<td>Across Grades</td>
<td>Well Below</td>
<td>Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

- 2019: 6th grade is Well Below, 7th grade is Above, 8th grade is Above.
- 2021: 6th grade is Well Below, 7th grade is Below, 8th grade is Above.
<table>
<thead>
<tr>
<th>PSSA Science</th>
<th>2019</th>
<th>8</th>
<th>Well Below</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2021</td>
<td>8</td>
<td>Below</td>
</tr>
<tr>
<td>Course</td>
<td>2019</td>
<td>2021</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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<td>------</td>
<td>---</td>
</tr>
<tr>
<td>Keystone Algebra I</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Keystone Biology</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Keystone Literature</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

- Keystone Algebra I: 2019 N/A, 2021 N/A
- Keystone Biology: 2019 N/A, 2021 N/A
- Keystone Literature: 2019 N/A, 2021 N/A
## Math Growth

<table>
<thead>
<tr>
<th>Grade</th>
<th>Growth Standard</th>
<th>1 (Lowest)</th>
<th>2 (Low-Mid)</th>
<th>3 (Middle)</th>
<th>4 (Mid-High)</th>
<th>5 (Highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>-1.1 (32) G</td>
<td>-3.9 (36) Y</td>
<td>-7.4 (20) Y</td>
<td>-8.8 (9) Y</td>
<td>-8.5 (13) Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-3.5 (85) Y</td>
<td>-1.5 (84) Y</td>
<td>-3.6 (57) Y</td>
<td>-2.0 (27) Y</td>
<td>-4.1 (25) Y</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-6.4 (40) Y</td>
<td>-6.8 (37) Y</td>
<td>-8.8 (10) Y</td>
<td>-7.2 (15) Y</td>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>0.9 (89) G</td>
<td>-2.0 (74) Y</td>
<td>-3.2 (49) Y</td>
<td>-6.7 (37) Y</td>
<td>-3.3 (28) Y</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>-3.7 (27) Y</td>
<td>-2.0 (27) G</td>
<td>-3.8 (18) Y</td>
<td>0.6 (5) G</td>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>0.9 (78) G</td>
<td>0.1 (71) G</td>
<td>0.1 (43) G</td>
<td>3.4 (28) LB</td>
<td>1.7 (23) LB</td>
<td></td>
</tr>
</tbody>
</table>
Algebra First Time
Literature First Time
Biology First Time
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, Register for and Attend Monthly PSCC Meetings.
Our school has been identified as an Additional Support and Improvement (A-TSI) School

• What is an A-TSI school?
  o Schools in which performance by one or more student groups is consistently underperforming.

• What supports are in place to help?
  o Development of evidence-based strategies included in the school improvement plan to be implemented this school year.
  o 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.
  o Extra funding provided to the school in the amount of $55,787
The school is using this funding to:

<table>
<thead>
<tr>
<th>Use of Funds</th>
<th>Plan for Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity of Services</td>
<td>Purchasing of instructional resources for needed remediation resulting from lost instructional time due to the pandemic, including acquiring one appropriate calculator per student based on their math course.</td>
</tr>
<tr>
<td>Access to Instruction</td>
<td>Funds will be used to fund after-school tutoring programs staffed by District faculty, certificated non-District individuals, and/or outside service providers. Services will be advertised for all students with active outreach taking place for students who need it most. Textbooks, instructional consumables/programs to support access to Computer Science and similar courses, computer hardware, computer software, projectors, and speakers will also be purchased to ensure that high quality instruction is delivered daily.</td>
</tr>
<tr>
<td>Mitigation Strategies</td>
<td>Funds will be used to purchase supplemental items, which ensure that CDC COVID mitigation guidelines are fulfilled. Such items include, but are not limited to, water bottles for use at water-filling stations (since water fountains are now closed), sanitizer, floor markings and tables for social distancing.</td>
</tr>
<tr>
<td>Staffing</td>
<td>Funds may be used to purchase learning tools for students that support learning (i.e., pencils, pens, notebooks, state assessment textbooks, etc.). Funds may be used to purchase instructional tools for faculty, which may include paper, dry-erase markers, manipulatives, scaffolds, white boards, smart boards and other like items for enhancing instruction.</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
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.
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-Classroom level issues/concerns
  • Each teacher has a phone in their room, leave a message they will call you back
    • Email the teachers as well

• Administration-When issue is not resolved, safety concerns
  • Principal- Yalonda Colbert ycolbert1@pghschools.org
  • Assistant Principal- Tilo Bailey tjordan1@pghschools.org
  • Assistant Principal- James Clawson jclawson1@pghschools.org
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.

• Counselor—Scheduling, Naviance, Letters of Recommendation, Applications, Work Permit
  • HS Counselor—Lanee Smith lsmith3@pghschools.org
  • MS Counselor—Dr. Sylvester Hanner shanner1@pghschools.org
  • Transition Counselor—Rachel Whealdon rwhealdon1@pghschools.org

• Social Worker—Attendance issues, Conflict, Bullying, safety concerns
  • 6-12 Carrie Brueckner—cbrueckner1@pghschools.org
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.

- SDSS-Change of address/phone number, student records, Social Security benefits paperwork, computer login information
  - Shelbie McGeorge- smcgeorge1@pghschools.org

- Nurse-Medical concerns, physicals, emergency care forms
  - Debra Beaumont- dbeaumont1@pghschools.org
Soaring High

These are behaviors that will help your child be successful:

• Stay organized
• Create a personal learning space at home
• Routines are key
• Take breaks as needed
• Complete and submit assignments on time
• Ask questions to seek clarity and understanding. We are here to help.
• Create notes and review them daily. (15 minutes)
• Log in daily on time
Positive Behavior and Interventions and Supports (PBIS)

We will still be issuing SOAR bucks for positive behavior! Even though you will be working from home we will still be acknowledging and highlighting students displaying positive behavior.
Important Dates

• Parent Workshops/Open House: October 14, 2022

• PSCC/Title I Meetings: Second Wednesday of the month alternating mornings and evenings. Next: Oct 12, 2022 @ 8:30 AM

• Half day Sept 30, 2022. Dismissal 10:30 AM. All students must attend. Absences on half days hurt our overall school attendance rate. PBIS reward for being on time to HR and no cellphone issues. Kona Ice

PUT THIS ON YOUR CALENDAR!
Thank You for Attending!