



MVCSD 2019-2020 TITLE I PRESENTATION

**Presented by: Dr. Waveline Bennett-Conroy
Assistant Superintendent of School Improvement**

OVERVIEW

1. ESSA (Every Student Succeeds Act)
2. What is Title I?
3. Funding Allocations
4. Academic Power Hour
5. Mount Vernon Basics
6. Family Math Night
7. ELA Family Night
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9. NYSED Complaint Procedures
10. Q & A Session





WHAT IS EVERY STUDENT SUCCEEDS ACT (ESSA)?

The Every Student Succeeds Act (ESSA) is a federal law that includes requirements for schools, Local Educational Agencies (e.g. districts and charter schools) and states, including some related to **accountability, school improvement**, and educator development and student supports.

ESSA was signed into law in 2015, replacing the No Child Left Behind Act from 2001. All states were required by the U.S. Department of Education (USDE) to submit by September 2017 their ESSA implementation plan for approval. New York State's plan was approved in January 2018.

ESSA IS EQUITY



ESSA

- Emphasizes fostering equity in education for New York's students
- Expands measures for school support and accountability and student success
- Requires school-level improvement plans for the lowest performing schools overall
- Requires school-level improvement plans for the schools with the lowest performance for certain student populations

New York State is committed to ensuring that all students succeed in school no matter who they are, where they live, where they go to school, or where they come from.

ESSA IS EQUITY

MORE THAN AN ACCOUNTABILITY SYSTEM

EDUCATORS



- Strategies for supporting the professional growth of educators
- Address disparities in training to increase classroom effectiveness

SCHOOLS



- Increase fiscal transparency in school building spending

ALL STUDENTS



- Access to a well-rounded, culturally responsive education that supports students' academic and social-emotional development
- More access to rigorous high school coursework



Multiple Measures of Success

New York State will use multiple measures of success to identify schools, beginning with 2017-18 school year results.


Student Academic Achievement	For all schools, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For high schools, also measures achievement on state assessments in social studies
Student Growth	For elementary and middle schools, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years
Academic Progress	For all schools, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs)
Graduation Rate	For high schools, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs
English Language Proficiency	For all schools, measures the progress of English language learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
Chronic Absenteeism	For all schools, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs. For high schools, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs
College, Career and Civic Readiness	For high school, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advance course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs.


WHAT'S NEW IN ESSA?

Accountability	School Improvement	Educator Development	Student Supports
New ways to identify schools for support and interventions	Interventions determined locally, not by the U.S. Department of Education	More options for teacher and principal training	New focus on English Learners
New goals and broader measures of student success beyond test scores	School-focused planning and district-led support	New focus on educator equity and effectiveness	Additional reporting for at-risk student groups (e.g., homeless students, military-connected students)



WHAT IS TITLE I?

- Title I is a federal grant program designed to give educational assistance to students living in areas of high poverty. The Title I program originated in 1965 when Congress passed the Elementary and Secondary Education Act, and was reauthorized in 2001 with the passage of the No Child Left Behind Act. Title I is one of the oldest and largest federal programs supporting elementary and secondary education in existence, and over 90% of the school systems in the United States receive some sort of Title I funding.
 - The Title I program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards. Title I reaches about 12.5 million students enrolled in both public and private schools. Title I funds may be used for children from preschool age to high school, but most of the students served (65 percent) are in grades 1 through 6; another 12 percent are in preschool and kindergarten programs.
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**Title I School Improvement
Section 1003(a)
Basic School Improvement Grant
(SIG)**



PURPOSE OF ALLOCATION

Ensure that all children have fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.



ELIGIBILITY

Federal allocation is made to NYSED based on poverty data from US Census

NYSED allocates subgrants to LEAs based upon federal allocation and other adjustments

LEAs make school level allocations using a per pupil for low income students





ELIGIBILITY


- The following districts/schools are eligible for 2019-2020 Section 1003 Basic School Improvement funding:
 - Title I Targeted Districts
 - Comprehensive Support and Improvement Schools (CSI)
 - Targeted Support and Improvement Schools (TSI)

- The following districts/schools are not eligible for the Section 1003 BASIC School Improvement Grant:
 - ❖ Districts in Good Standing with no identified schools;
 - ❖ Any school in Good Standing;
 - ❖ Any school in SIG Cohort 6 or SIG Cohort 7;
 - ❖ Any Charter Schools



FUNDING

Title I Targeted Districts identified for 2019-20 will receive the following allocation(s):

- **Targeted District: \$50,000 per district;**
 - **Comprehensive Support and Improvement School: \$100,000 per school;
and**
 - **Targeted Support and Improvement School (TSI): \$50,000 per school**
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2019-2020 PARENT & FAMILY ENGAGEMENT FUNDS

Benjamin Turner MS	\$1,651.00		Parker School	\$1,436.00
Columbus School	\$2,209.00		Pennington School	\$962.00
Graham School	\$1,756.00		Rebecca Turner ES	\$1,150.00
Grimes School	\$2,125.00		Thornton High School	\$2,507.00
Hamilton School	\$1,748.00		Traphagen School	\$1,146.00
Holmes School	\$1,291.00		Williams School	\$2,117.00
Lincoln School	\$1,297			
MVHS	\$6,253.00		*Private Schools	\$896.00
MV STEAM High School	\$1,976.00		**District	\$1,659.00
				Total \$33,179.00



USE OF TITLE I FUNDS

- Title I funds are to be used to:
 - **Directly impact student achievement by:**
 - Providing additional services that increase the amount and quality of instructional time
 - Providing students with an enriched and accelerated academic program
 - Significantly elevating the quality of instruction
 - Affording parents substantial and meaningful opportunities to participate in the education of their children.
 - Fund supplementary programs
 - Fund supplementary materials and staff
 - Fund programs and services that specifically support students with the greatest academic need

USE OF TITLE I FUNDS





ALLOWABLE ACTIVITIES

Title I School Improvement 1003(a) funds may not be used for any school level activities in Non-Title I schools. Districts must target funds toward the area(s) of identification and subgroup(s) identified for improvement. Funds may only be used for activities allowed under Title I and must be used for required improvement activities listed below:

- A. Participation in Diagnostic Tool for School and District Effectiveness (DTSDE) training, including the DTSDE Certification program, and implementation of DTSDE reviews, including required surveys;
- B. Participation in training for and development of the District Comprehensive Improvement Plan (DCIP), School Comprehensive Education Plans (SCEPs) and Strategic Plans for School Excellence (SPSE), including the DTSDE Professional Learning Community (PLC) program;
- C. Review of Qualifications of Priority and Focus School Leaders;
- D. Work with an independent evaluator to monitor and evaluate fidelity of program implementation;
- E. Submission quarterly of leading indicators report to NYSED;



ALLOWABLE ACTIVITIES cont'd

- F. Provision of 200 hours of Extended Learning Time Programming to students in Priority Schools;
- G. Funding to sustain and/or implement a whole school reform model in a Priority School or Focus School;
- H. Funding to implement a community school model or advanced coursework/CTE program in a Priority or Focus School;
- I. Funding to support other DTSDE recommendations;
- J. Funding to support implementation of Local Assistances Plans (LAPs) in Title I LAP Schools; and,
- K. Partnerships with Institutions of Higher Education (IHE) to provide college and career enrichment programs in Science, Technology, Engineering and Math (STEM) for historically underserved students from Focus and Priority Schools.



ACADEMIC POWER HOUR

The **Academic Power Hour** is designed for students who require additional supports to meet or exceed grade level state standards. Students will receive academic intervention services based on the Common Core Learning Standards and students' specific academic needs. **Academic Power Hour** provides individual and small group instruction to help students achieve their maximum academic potential.

In **Academic Power Hour**, students participate in an intensive two hour academic support session. This rigorous remedial program will prepare students for the upcoming NYS ELA, Mathematics and Science Assessments. Students' progress will be measured by students' iReady, BOY and MOY assessment results as well as formative and summative assessments given by the teacher. The program administrator and teachers will be responsible for monitoring progress, reviewing the data, and setting SMART goals with teachers.

Each school will hold **Academic Power Hour** two (2) days a week. Days vary by building.

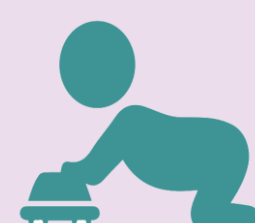


MOUNT VERNON BASICS

The **Mount Vernon Basics** campaign is inspired from research that shows 80% of brain growth happens in the first three years after birth. Everyday interactions between children, their parents, and other caregivers provide abundant opportunities to give the infants and toddlers they love an equal start in life.

The **Mount Vernon Basics** are 5 fun, simple and powerful ways that **EVERY FAMILY** can give **EVERY CHILD** from **EVERY BACKGROUND** to support child development

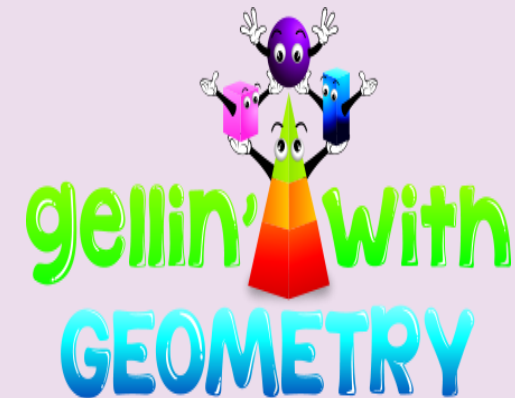
- Maximize Love, Manage Stress
- Talk, Sing and Point
- Count, Group, and Compare
- Explore Through Movement
- Read and Discuss Stories



FAMILY MATH NIGHT

The MVCSD's Family Math Night includes families moving through the Gellin' with Geometry theme kit filled with a variety of engaging, hands-on activities that include explorations in 2- and 3-dimensional geometry...perfect for developing those visual, spatial and artistic STEM/STEAM skills.

- ❖ Explore 8 hands-on stations
- ❖ Choose from 3 activity levels at each station
- ❖ Create projects to take home
- ❖ Go at your own pace
- ❖ Reinforce classroom learning
- ❖ Connect with your community






FAMILY ELA NIGHT

The MVCSD's ELA Night includes families navigating through themed stations in fun activities to engage them in reading, speaking, listening, and writing. Families will have an opportunity to connect and to share ideas with teachers and learn critical strategies to support literacy at home.

Stations will be divided by GRADE BANDS and FOCUS AREAS:

- ❖ Pre-K to 2nd Grade
 - ❖ 3rd Grade to 5th Grade
 - ❖ 6th Grade to 8th Grade
 - ❖ Game Table
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DISTRICT PARENT LIAISONS

Name	Assigned Schools	Email	Cellphone #
Galin, Tania	Pennington School Rebecca Turner Elementary School	tgalin@mtvernoncsd.org	914-308-4224
Graham, Veronica	Graham School Holmes School	vgraham@mtvernoncsd.org	914-308-4248
James, Rita	Williams Elementary School Grimes School	rjames@mtvernoncsd.org	914-308-4281
Jenkins, Jaquetta	Parker School Traphagen School	Jjenkins1@mtbvernoncsd.org	914-308-4251
Lewack, Corrine	Thornton High School Capstone Program	clewack@mtvernoncsd.org	914-308-4347
McDowell, Aleisha	Benjamin Turner Middle School MV STEAM Academy	amcdowell@mtvernoncsd.org	914-308-4340
Nair, Charisse	Mount Vernon High School Sundown Alternative Program	cnair1@mtvernoncsd.org	914-308-9630
O'Connor, Sandra	Lincoln School	So'connor@mtvernoncsd.org	914-308-4231
Sigourney, Maria	Columbus School Hamilton School	msigourney@mtvernoncsd.org	914-308-4220



New York State ESSA-Funded Programs Complaint Procedures

Parent's who have complaints, should follow the procedures as indicated by NYSED:

<http://www.nysed.gov/essa/new-York-state-essa-funded-programs-complaint-procedures>



QUESTION & ANSWER SESSION

