



MVCSD 2018-2019 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. Supplemental Tutoring Services
- 6. Mount Vernon Basics
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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.



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.



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 highquality 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 <u>are eligible</u> for 2017-2018 Section 1003 Basic School Improvement funding:
 - > Title 1 Focus Districts
 - > Priority Schools (Comprehensive)
 - Focus Schools (Targeted)
- Only Title I schools providing instruction to students during the 2017-18 school year are eligible for an allocation.

Please note:

The following districts/schools <u>are not eligible</u> for the Section 1003(a) BASIC School Improvement Grant:

- **Solution** Districts in Good Standing with no identified Priority, Focus or LAP schools;
- ***** Any school in Good Standing;
- Any school receiving a 1003(g) School Improvement Grant (SIG);
- **Any school receiving 1003(a) Socioeconomic Pilot Program (SIPP) Grants;**
- ✤ Any school receiving a Receivership Grant



FUNDING

Title I Focus Districts identified for 2018-19 will receive the following allocation(s):

- **>** Title I Focus District base allocation: \$50,000 per district
- > Title I Priority School: \$75,000 per school
- > Title I Focus School: \$50,000 per school

2018-19 PARENT & FAMILY ENGAGEMENT FUNDS

\$2,668.00	
\$2,356.00	
\$412.00	
\$1,182.00	
\$1,712.00	
\$1,101.00	
\$1,767.00	
\$1,463.00	
\$1,676.00	

Columbus School	\$1,916.00
MV STEAM High School	\$1,880.00
Benjamin Turner MS	\$1,282.00
Rebecca Turner ES	\$1,214.00
Pennington School	\$743.00
Holmes School	\$1,268.00
MVHS	\$4,539.00
Private Schools	\$1,138.00
District	\$1,490.00

Total \$29,808



USE OF TITLE 1 FUNDS

- Title 1 funds are to be used to:
 - Directly impact student achievement by:
 - \circ $\,$ Providing additional services that increase the amount and quality of instructional time
 - \circ $\;$ Providing students with an enriched and accelerated academic program
 - \circ $\;$ 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 1 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** three (3) days a week. Days vary by building.

SUPPLEMENTAL TUTORING SERVICES

The term "supplemental tutoring services (STS)" refers to extra help in academic subjects, such as ELA, Mathematics and Science, provided free-of-charge to certain students.

These services are provided outside the regular school day on a Saturday.

Eligible students can only attend <u>1</u> program at a time

- Supplemental Tutoring Services <u>or</u>
- Academic Power Hour.



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

DISTRICT PARENT LIAISONS

Name	Assigned Schools	Email	Cellphone #
Alleyne, Shari	Rebecca Turner Elementary School	salleyne@mtvernoncsd.org	914-308-4224
	Thornton High School		
Graham, Veronica	Graham School	vgraham@mtvernoncsd.org	914-308-4248
	Holmes School		
Jenkins, Jaquetta	Parker School	Jjenkins1@mtbvernoncsd.org	914-308-4251
	Traphagen School		
James, Rita	Williams School	rjames@mtvernoncsd.org	914-308-4281
	Grimes School		
	Pennington School		
Lewack, Corrine	Benjamin Turner Middle School	clewack@mtvernoncsd.org	914-308-4347
	Mandela High School		
	Hamilton School		
McDowell, Aleisha	MV STEAM Academy	amcdowell@mtvernoncsd.org	914-308-4340
	Mount Vernon High School		
O'Connor, Sandra	Columbus School	So'connor@mtvernoncsd.org	914-308-4231
	Lincoln School		



QUESTION & ANSWER SESSION

