

Gordon Parks High School

Title I Annual Meeting

2024-25



What is Title I?



United States Federal Government's largest education program to support public schools.

The Purpose:

To help **every child** receive a high quality education and to achieve the high academic standards set by the State of Minnesota.

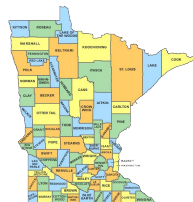


How is Title I funded?

- Title I funds flow from the U.S. Department of Education to the Minnesota Department of Education (MDE). Then to the school district based on poverty data.
- The district allocates Title I funds to schools based on the percentage of students eligible to receive Educational Benefits from MDE.



US Dept. ED

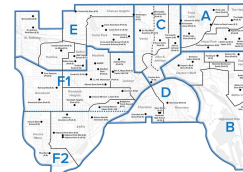


Minnesota
Dept. of ED.



Saint Paul
PUBLIC SCHOOLS

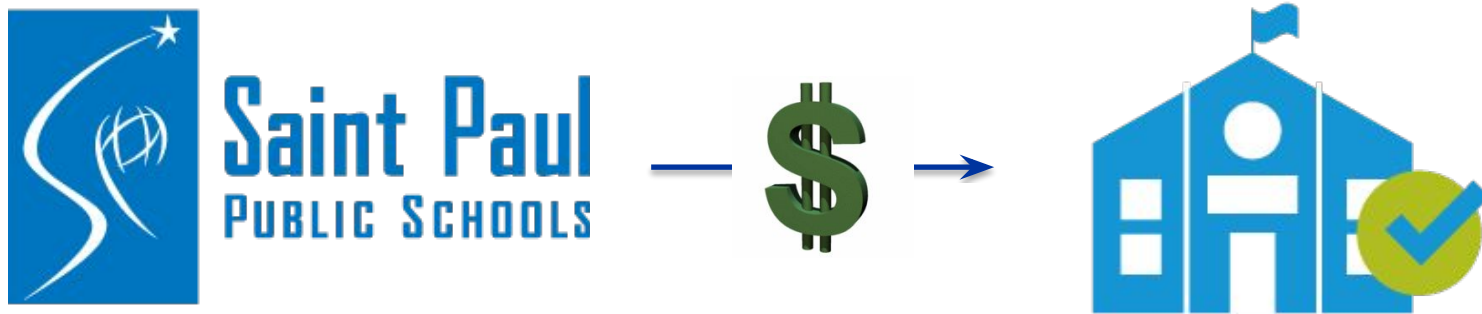
St. Paul
Public School
District



Individual
SPPS Schools

Eligible Schools in 2024-2025

- 56 elementary, secondary and alternative schools in Saint Paul receive Title I funds.
- Schools with a concentration 49% or more of the students eligible to receive MDE Educational Benefits receive Title I funding. This percentage can change each year.



Title I in the Schools

Each school decides how Title I funds will be used in their school to improve education for all children.

- Data is reviewed to determine the greatest need for improvement in the school.
- The school staff, with the input of parents, develops a school improvement plan with specific strategies to improve student achievement across the school.
- Teachers, administrators and parents work together to prioritize how Title I funds will be used to support the school's strategies to improve education for all students.



Our School Continuous Improvement Plan

Our school continuous improvement strategies are:

- Increase math and English credit passing rates using Math Review and Credit Recovery classes
- Create positive behavior intervention systems in the classroom and schoolwide to improve school climate and reduce behaviors



*SCIPs are continuously monitored, reviewed and revised based on implementation and student data. **Input from parents in that process is valuable.***



Involving Parents in Title I Schools

Parents and teachers working together to support each student's learning is powerful.

Schools are required to **plan how they will involve parents** in the education of their children. Here is how!

- Family Engagement Plan
- School Compact



Working Together in Partnership!

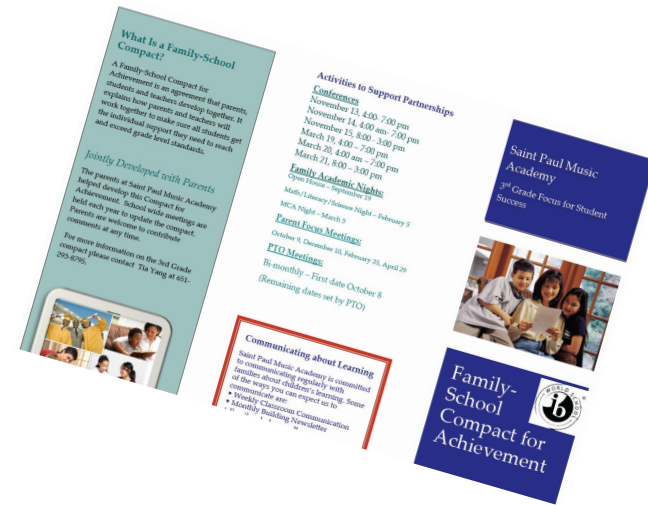
- **The Family Engagement Plan** is developed, revised, and evaluated with families each year.
- The plan describes how schools will:
 - reach out to parents & guardians of GPHS students
 - work with and support parents in their child's education.



Working together in partnership!

Schools and parents must also work together to develop a **Compact**. The compact describes how the school and parents will work together to support students' learning.

We would like to review and hear ideas about the compact today at conferences. Please email your suggestions to shandyn.benson@spps.org or robert.andresen@spps.org.



How does Title I support families?



Parents can help decide how our school uses our parent engagement funds: Here are some ways funds can be used to support families.

Remove barriers so all parents can participate!

- Provide translations and interpreters during school meetings and educational activities.
- Provide child care.
- Hire a parent liaison to help facilitate parent engagement activities and support parents.

Provide support to parents:

- Offer parenting classes for parents.
- Host activities to assist parents in helping their children learn.
- Provide classes to support parents knowledge (family literacy, English, etc.)



School Improvement Designation

- Every three years the state identifies schools in need of improvement. Our designation is [Comprehensive Support and Improvement \(CSI\)](#)
- To find out more about the reporting system visit the [Identification Process](#) page on the Minnesota Department of Education website.



Curriculum Used at Gordon Parks

- Midway Peace Park project
- Field Trips
- Partnership with Soultouch Productions
- Building capacity around Project-based Learning
- Contextualized Math instruction
- [Mathematics Expectations - Minnesota State Standards](#)
- Secondary - [Secondary Expectations](#)
- [Literacy Expectations – – Minnesota State Standards](#)



Assessments at Gordon Parks

- Students earn credit towards graduation every three weeks, which allows for assessments often. In class, teachers use the following assessments.
 - formative assessments, writing portfolio, formative assessments.
 - Students earn credits toward graduation by taking credit recovery courses where students are learning at their own pace.
 - They also are on an A and B day schedule to allow more credit earning opportunities.
- In addition, students have standardized assessments:
 - ACT, MCA, ACCESS for ELL, and FAST
 - [Link to district test calendar.](#)



Parents have the right...



- To receive progress reports for your child and the school.
 - Check parent portal
 - Contact school for updates
 - Like our FB page
 - Reports as requested
- Help decide if the school is meeting your child's needs and offer suggestions for improvement.

- Request information about the qualifications of your child's teacher.
- Be notified if your child is being taught for **more than four consecutive** weeks by a teacher not licensed in the area of instruction.



How are Title I resources used at our school?

- Counselors and Social Worker to support students and plan events to increase graduation, college and career readiness, and improve school climate.
- Teacher on Special Assignment to provide data, professional development, coaching and resources to teachers to increase engagement and attendance, increase completion and integrate math and literacy across content areas.
- Food for Parent Teacher Conferences

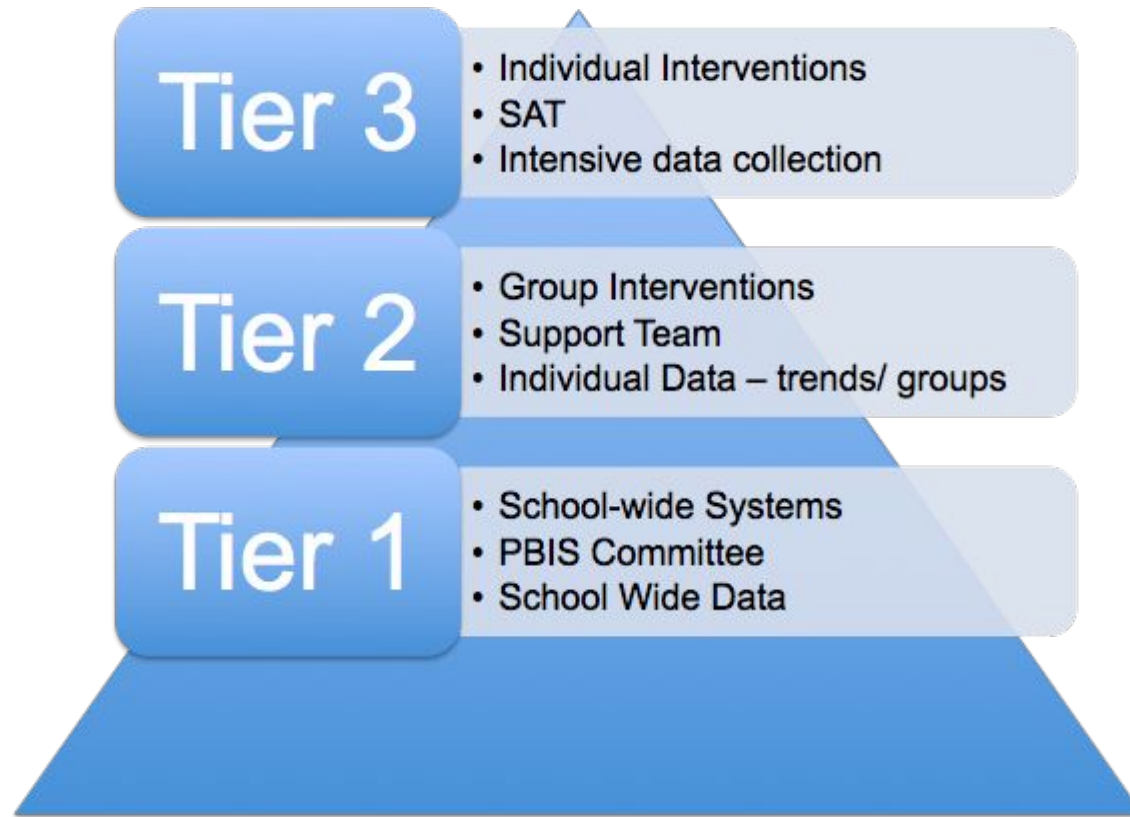


Positive Behavior Interventions & Supports (PBIS)

- Positive Behavior Interventions and Supports (PBIS) is a framework for schools to create and sustain positive, effective, and culturally- inclusive environments that support academic and social success for all students.
- School teams use the PBIS framework to design their own systems of equitable behavior supports for all students.
- The emphasis is on preventing problem behavior, developing prosocial skills, and data based problem solving for existing behavior concerns.



Intervention Structure



Tier 1 Interventions

- Our focus is Tier 1, services for ALL students
- Schoolwide Systems
 - Classroom rituals and routines
 - Expectations Matrix
 - PARKS expectations poster
 - Intervention Specialist
 - Other Support Staff
- PBIS Committee
- Schoolwide Data - CAMPUS and SWIS



Daily GP Connect Class

- GP Connect is similar to an advisory. Students meet in GP Connect daily.
- Students receive social emotional learning strategies, college and career exploration, updates on their academic progress and many other lessons.
- GP Connect teachers reach out to families with important communications, like conference dates and times.
- Students connect with their teacher, who can provide support and become an advocate for the student.



Families are an important part of the educational team



Working together in partnership, what can our school do to support you as you support your child's learning?



Families are an important part of the educational team

Ways you can support your student's learning:

- Get to know your student's teacher(s).
- Contact the school when you have questions or concerns.
- Learn what is expected of your child at each grade level and help your child follow through with school expectations.

Our Legacy Class provides info about our namesake's life and historical impact, and is taught in collaboration with Gordon Parks family members. If your child attends GPHS, they have taken this class. Ask them about Gordon Parks!



Families are an important part of the educational team

- Become involved in your school's meetings and activities and know your rights as a parents.
- Work with other families and teachers to revise your school plan (SCIP) and Family Engagement Plan.
- Attend your student's school conferences and family activities designed to help your children succeed.



For More Information About Title I

Call the Title I Office
651-632-3790

or

Talk to your school's principal:

Shandyn Benson

shandyn.benson@spps.org

