

# Title 1 Annual Meeting

## October 17, 2023

### Agenda

- \*Welcome – Scott Howell, Title 1 Liaison
- \*Administration - Principal Cherise Ayers
  - \*Central HS About Us
    - \*What is Title 1
  - \*Free/Reduced Lunch
    - \*2023 – 2024 SCIP
- \*CHS Student Program Support
  - \*Parent Involvement
  - \*FEP/School Compact
  - \*Parents Right To Know
  - \*Closing



# Central High School

## Title 1 Annual Meeting

### About Us

Central is the oldest high school in the state of Minnesota, beginning its 156<sup>th</sup> year. Its rich traditions, including academic excellence, are widely celebrated. Families praise the high value we place on academics; the varied extra-curricular opportunities; our culture of constant innovation; and our focus on relationships as the center for learning.

College readiness opportunities include Upward Bound, College Possible, and AVID to name a few., Recently recognized as one of the best high schools in the country by U.S. News and World Report, Central Senior High School offers opportunities for all.

Many Traditions, One School



# What is Title I?



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

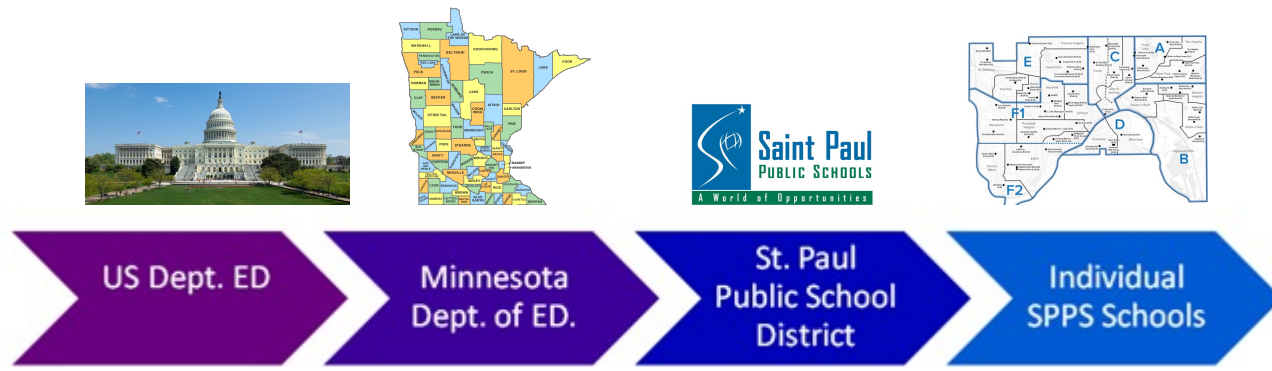
## The Purpose:

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 districts.
- The district allocates Title I funds to schools based on the percentage of students who receiving free or reduced lunch.



# Free & Reduced Lunch

- 48% of Central students receive free and or reduced lunch

\* Concerns: No incentive, privacy laws

- We are asking ALL families to **PLEASE** fill out this form online at [www.schoolcafe.com/spps](http://www.schoolcafe.com/spps) whether you qualify or not. Central lost roughly 1 million dollars last year that could have been used for programming at our school



# Eligible Schools in 2023 - 2024

- Many elementary, secondary and alternative schools in Saint Paul receive Title I funds. Schools with 40% or more of the students eligible to receive free or reduced priced lunch receive Title I funding. This percentage can change each year.

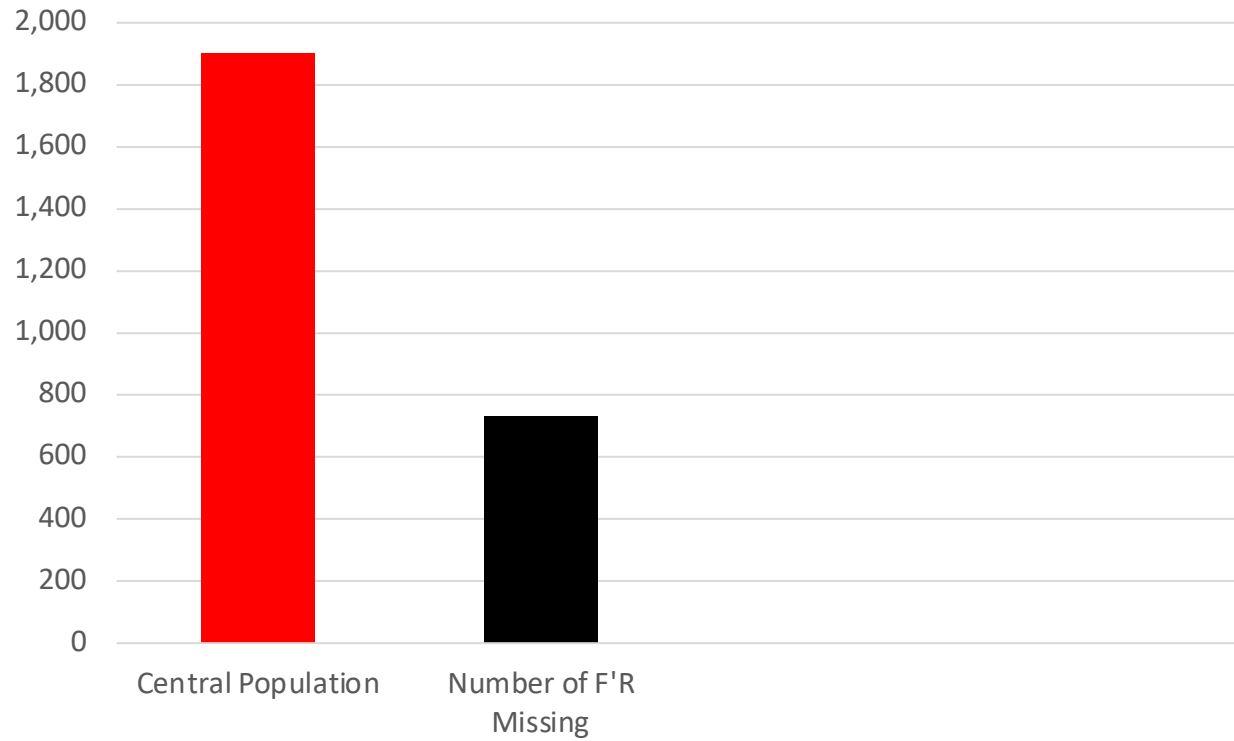


# Central Issues!

- Central has 800 or more families that have not completed the Free/Reduced Meal Application.
- Central will lose more than 1 million dollars in compensatory revenue



## Free/Reduced Lunch Totals





# What we can do?

## What are we doing?

- SPREAD THE WORD!
- We have roughly 1 month
- Encourage families to fill out the form return it to 4213, Advisory Teacher, or Main Office
- Access the form online; [www.schoolcafe.com/spps](http://www.schoolcafe.com/spps)
- We will be contacting individual families
- Applications will be mailed out
- Applications given to individual students to bring home
- Phone calls to **ALL** families with the assistance of interpreters
  
- MORE TO COME!



# 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 by the schools Site Based Leadership Team with Parent input to determine the greatest need for improvement in the school.
- The SBLT, with the input of parents, develops a school improvement plan (SCIP) 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.

**\*Site Based Leadership Team\***



# Central's 2023 – 2024 SCIP

Our school continuous improvement strategies are:

- READING STRATEGY
- CULTURE & CLIMATE
- MATH STRATEGY

\*Reading Support

\*Math Support \*Avid



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



# Schoolwide Goal

*Increase access, persistence, and successful completion for students of color taking advanced courses by 15% each year through implementing a broader 9/10 IB-MYP (Middle Years Program) integrated with Culturally Responsive Instruction, AVID, Approaches to Learning (ATL), PBIS, Restorative Practices (RP) and Social-Emotional Learning (SEL).*



WHAT:

**Practice:** SEL

**Implementation Stage:** Learning/Installing

**SPPS Achieves Alignment:** Positive School culture and climate

WHO: Supported by TDAS, Administration and coordinators...

100% of 9th and 10th grade teachers implement MYP in their classes by fall 2024.

100% of staff will use SEL/ATL skills and IB Learner Profile as schoolwide common language aligned with PBIS and RP by June, 2024.

HOW:

Internal and external PD offerings connect Culturally Responsive Instruction with RP, IB, and ATL skills.

Take steps toward implementation of MYP through instructional use of Subject Group Overviews (SGO), criterion based assessment, and MYP unit planners.



# Reading Goal

The percentage of all students scoring proficient or higher in reading will increase from 62 to 70 percent by Spring 2024 as measured by the MCA III Reading Assessment administered in April 15, 2024.



## What?

Make deliberate/ research-informed and culturally sustaining efforts to foster literacy motivation and engagement within and across lessons (9-12)

## Who?

100% of teachers will integrate culturally relevant teaching strategies by June 11, 2024.

## How?

70% of teachers will implement graphic organizers across content areas as measured by walkthroughs and student work samples by 05/22/2024 70% of teachers will implement summarizing and reflection strategies across content areas as measured by walkthroughs and student work samples by 05/31/2024 70% of teachers will implement IB Approaches to Learning (ATL Skills) across content areas as measured by walkthrough by 5/31/2024.



# MATH GOAL

**Evidence Based Practice:**

**TQ&E (Tasks, Questions and Evidence)**

**SPPS Achieves Alignment:**

**Culturally Relevant Instruction**

**Implementation Stage:**

**Standard (Sustaining)**

**Who?**

100% of math teachers will implement the “Questioning” component of the TQ&E framework as measured by Fall, Winter and Spring walkthroughs by 6/11/24

Complementary goal (based on disaggregated factor(s) & local/district assessment):

The percentage of all students scoring proficient or exceed in mathematics will increase from 52% to 60% as measured and monitored by the Quarterly Benchmark Assessments administered throughout School Year 2023-2024

**How?**

Supported by District PD, PLC coaching and action cycles teachers and administrators will plan-do-study adjust implementation of TQ&E framework.





**TQ&E Practice Profile: “Students see it before we show them and say it before we tell them.”**

**Teachers use questioning to facilitate student discourse around math concepts.**

**Examples:**

- “Who can restate \_\_\_\_\_’s reasoning in a different way?”**
- “Did anyone have the same strategy but would explain it differently?”**
- “Did anyone solve the problem in a different way?”**
- “Does anyone want to add on to \_\_\_\_\_’s strategy?”**
- “Do you agree or disagree? Why?”**

# SCIP LOCATION

\*The SCIP at a Glance can be found on our school website under families and in the Title 1 section.

\*The entire SCIP can be found on the district website [spps.org](http://spps.org). Questions regarding our SCIP should be directed to Cherise Ayers (Principal)



# Central HS Program Support

- **Weekly College Recruiters in our Career Resource Room**
- **Financial Aid Night**
- **District Parent Seminars**
- **AVID**
- **Admission Possible**
- **Upward Bound**
- **After School Tutoring**
- **Schoology/Parent Portal Trainings**



# Involving Parents in Title I schools...

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

- **Family Engagement Plan**
- **School Compact**
- **Fall/Spring Conferences**
- **Volunteer Opportunities**  
through out the school year



# Working together in partnership!

- **The Family Engagement Plan** is developed/revised each year with parents and staff to plan:
  - the school's family engagement activities,
  - share how the school will reach out to parents
  - Develop ideas on how to work with and support parents in their child's education
  - Identify community partners to support our school and the students (Libraries, Community Centers, Churches)



# Family Engagement Plan

## WE ARE #CENTRALSTRONG – 157 YEARS AND COUNTING!

### Central High School 2022 - 2023 Family Engagement Plan

(Translation or Interpretation is available upon request- Contact Scott Howell 651-744-5081)

Central High School: a partnership of students, teachers, parents, staff, community members, and alumni – will meet the educational needs of all students, one student at a time, by:

- Striving for academic excellence while providing a safe, caring, and welcoming environment.
- Ensuring equitable opportunities and extracurricular activities that encourage students to value education and develop strong life skills and high self-esteem.
- Acknowledging, respecting, and valuing members of the school community and utilizing the strength that comes from diversity.
- Promoting positive relationships among groups and individuals of all backgrounds in both the school and community.
- Gaining recognition for Central's contribution to the community and for its high levels of success in preparing students for society.

The Family Engagement Plan (FEP) is organized into four impact areas. We will be working together this year to build positive and goal-oriented relationships in each area. Families and staff at school developed this plan together.

\*Copies made available in the main office, Title 1 Table at School Events and the Title 1 office\*



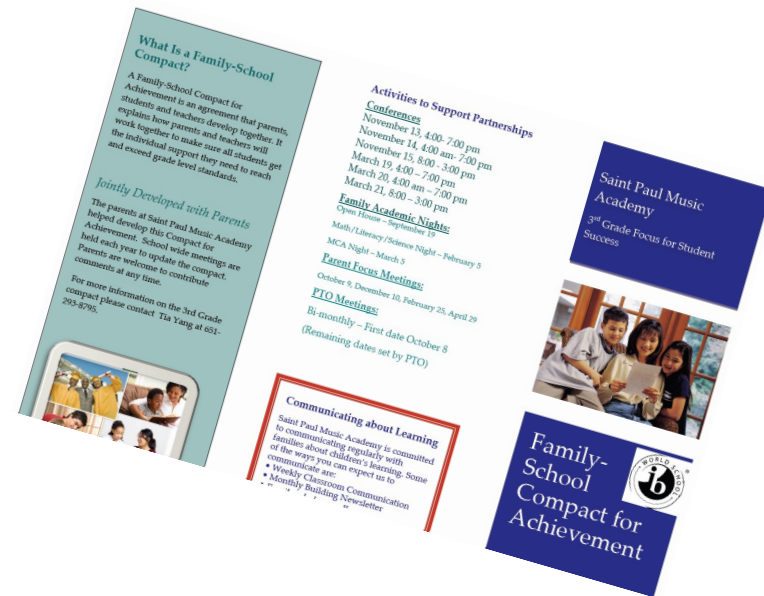
# Evaluating the Family Engagement Plan

- Title I school staff must work with parents to conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in
  - improving the academic quality of the school, including identifying—
    - barriers to enhance greater participation by parents in activities
    - Identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
    - strategies to support successful school and family interactions;

# 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.

\*Copies made available in the main office Title 1 Table at School Events Title 1 office, and now most importantly on our website\*





# 2023 – 2024 Compact

The most accurate predictor of student success is neither income or social status, but the extent to which a family is able:

\*Create a home environment that encourages learning

\*Expresses high (but not unrealistic expectations for your Child's Achievement

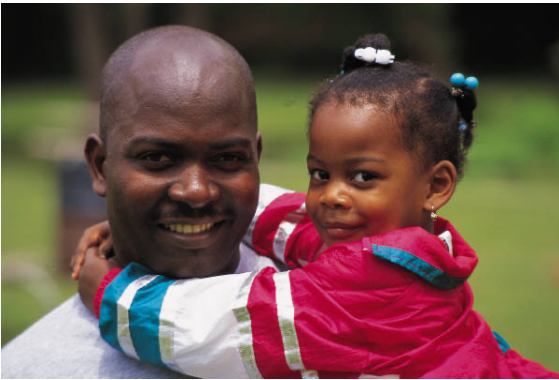
\*Become involved in the child's education at school and in the community

\*For students to function effectively in school, they must have strong support from home.

\*Copies made available in the main office Title 1 Table at School Events and the Title 1 office and our school website\*



# How does Central's Title I Program support families?



- Remove barriers so all parents can participate!
- Provide translations and interpreters during school meetings and educational activities.
  - Work with the parent liaison to help facilitate parent engagement activities and support parents.

Provide support to parents:

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



# Families are an important part of the educational team.

Ways you can support your child's learning...

- Get to know your child's teacher(s).
- Attend Conferences
- 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.



# 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 our school plan (SCIP) and Family Engagement Plan and school compact.
- Attend your children's school conferences and family activities designed to help your children succeed.



# For More Information About Title I

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