



Weston High School

Annual Title I Meeting

Open House

August 15, 2019

WHS Gymnasium

# Agenda

- Review of Title I
- Review of 2018-2019
- Goals for 2019-2020
- Parent Engagement
- PBIS (Update to Stakeholders)

# What is Title I?

Title I is a program that provides financial assistance to local educational agencies and schools with high numbers or high percentage of children from low-income families to ensure that all children meet challenging state academic standards.

# How is it determined?

Low income students are determined by the number of students enrolled in the free and reduced lunch program. For a school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program.

# How are Title I funds used?

Title I funds can be used to improve curriculum, instructional activities, counseling, parental involvement, increase staff and program improvement. According to the U.S. Department of Education, Title I funds typically support supplemental instruction in reading and math.

# How were Title I funds used last year at WHS?

1. Supplemental Material for Parent Nights
2. Additional Promethean Boards in the Classrooms
3. Paraprofessionals to assist with Reading and Math in the Kindergarten classes
4. Chromebooks and Charging stations
5. Zearn Math Materials/Curriculum
6. Student Planners
7. Supplies for students and teachers
8. ACT prep materials for high school students
9. Dual Enrollment materials for high school students
0. STEM Materials

# 2019 Parent Survey

A parent survey was sent home the end 2019 school year to determine the needs for the 2019-2020 school year.

125 responses were submitted to this survey.

Parents felt there was still a need for the student planners to help keep the students prepared, a training in Math instruction for home and for help with End of year testing.

# School Scores for 2017-2018 and 2018-2019

Our school score for 2017-2018 was a Letter Grade of C. This was expected since there was a change in the school grading system. Our parish scores went down as a whole.

We will receive the 2018-2019 school score sometime in October. We are expecting to maintain our score from the previous year or show some slight improvement.

# Release of Spring 2019 LEAP Student Reports for ELA, Mathematics, Social Studies, and Science

The first week of school, parents and students received student reports, one for ELA, Math, Social Studies and Science that outline how your child performed on these tests.

The reports include the following measures:

- An overall score in Math, English, Social Studies and Science.
- A breakdown of the child's performance into specific skills for each subject area.
- How the child is performing in comparison to other students in the same school, school system, and state.

# How to Use the LEAP Student Reports

- **The 2019 LEAP scores help teachers identify where students need extra support or a greater challenge in specific subject areas.** They will also be used to measure how well schools and school systems are helping students achieve higher expectations.
- **The LEAP test is just one measure of how well your child is performing academically.** Other information, such as grades, teacher feedback, and scores on other tests, will help determine your child's academic strengths and needs.
- Each set of student reports are accompanied by a **Parent Guide to the LEAP Student Reports** that provide information on how to read the results and use them to support student learning at home. Translated versions in Spanish, Vietnamese, and Arabic are available on the Louisiana Department of Education's (LDOE) website in the **Family Support Toolbox**.
- The test results will help you, as a parent, talk to your child's teacher(s) about additional supports or enrichment that may be needed in class and at home this school year.

# Goals for 2018-2019

- **Weston High School's goal is for all students in grades 3-8 to score a Basic or above on the iLEAP or LEAP 2025 assessment and for high school students to pass their LEAP 2025 assessments for graduation requirements along with making a composite score of an 18 on their ACT.**
- **Our focus areas will be written expression, expressing math reasoning, History and increasing our average ACT scores.**

# Student Learning for 2019-2020- Louisiana Standards

## Educational Standards:

- set clear and consistent learning expectations for students and teachers;
- define what students should know and be able to do in a particular subject at each grade level; and
- help set high goals for all students.

## Standards help students to:

- **Develop** deep understanding, skill, and fluency in mathematics
- **Think** critically in mathematics through speaking, writing, and solving problems
- **Apply** mathematics to real-world problems and tasks
- **Build** knowledge, discuss, and write about topics, themes, and ideas in complex texts
- **Support** thoughts and opinions about complex text using evidence

# Curriculum

Content	Curriculum	Why do we use it?
Mathematics	Eureka Zearn	<ul style="list-style-type: none"><li>● Builds number sense</li><li>● Helps students learn to apply mathematics to real-world situations</li><li>● Builds efficiency with mathematics problems</li></ul>
English language arts	Guidebooks LearnZillion	<ul style="list-style-type: none"><li>● Provides engaging texts</li><li>● Integrates reading and writing so students write about what they read</li><li>● Provides ample opportunity for student conversations</li></ul>
Science	Great Minds	<ul style="list-style-type: none"><li>● provides ample opportunities for students to investigate scientific questions</li><li>● helps students use science to explain real-world happenings</li><li>● integrates reading a variety of sources</li></ul>
Social studies	Scope, Sequence, and Tasks assigned by State	<ul style="list-style-type: none"><li>● Provides primary sources</li><li>● Engages students in writing about history</li></ul>

# Building and Assessing Skills for PreK-2

Children in grades PreK-2 must develop foundational skills to become proficient readers in grades 3 and beyond.

These foundational skills include:

- Knowing that text is read left to right and top to bottom
- Recognizing sounds in spoken words
- Alphabetic knowledge
- Letter-sound relationships
- Decoding regularly spelled words
- Reading irregularly spelled words
- Reading grade level texts with accuracy

Teachers build foundation skills by using high quality curricula and small group instruction each day.

# Progression of PreK-2 Foundation Skills

By the End of ...	Children are able to...
PreK	<ul style="list-style-type: none"><li data-bbox="658 454 1696 596">● Demonstrate print is read from left to right and top to bottom</li><li data-bbox="658 601 1452 672">● Recognize and produce rhyming words</li></ul>
Kindergarten	<ul style="list-style-type: none"><li data-bbox="658 733 1688 876">● Recognize and name all upper and lowercase of the alphabet</li><li data-bbox="658 881 1688 1023">● Produce the primary sound/symbol relationship for every letter</li></ul>
First Grade	<ul style="list-style-type: none"><li data-bbox="658 1085 1534 1156">● Decode regular one and two syllable words</li><li data-bbox="658 1160 1522 1232">● Read grade level text orally with accuracy</li></ul>
Second Grade	<ul style="list-style-type: none"><li data-bbox="658 1288 1302 1359">● Read irregularly spelled words</li><li data-bbox="658 1363 1696 1428">● Read grade level text independently with sufficient</li></ul>

# Monitoring Student Progress

LEAP 360 provides our teachers with meaningful information about how well students are progressing towards their learning goals throughout the year.

This system also allows teachers to reduce the amount of tests provided to students throughout the year.

- **Diagnostic Assessments**, given at the beginning of the year, help teachers and students better understand students' readiness for grade-level content and set learning goals for the year.

You can access a copy of the **Parent Guide to LEAP 360** on the Department's website in the **Family Support Toolbox**.

- **Interim Assessments** provide valuable checkpoints to monitor student progress throughout the year.
- **EAGLE and K-2 Formative Tasks** can be used for ongoing classroom assessments.

# End of Year Tests: LEAP 2025

**At the end of this school year, students in grades 3-8 will take the following state tests:**

- **Students in grades 3** will take the LEAP 2025 assessments in ELA, mathematics, social, and science studies on paper.
- **Students in grades 4-8** will take the LEAP 2025 assessments for ELA, mathematics, social studies, and science online.

**This year, students in grades 9-12 will take the following exams:**

- LEAP 2025 Test: English I, English II, Algebra I, Geometry, Biology and U.S. History
- College Readiness: ACT®, Advanced Placement and College-Level Examination Program (CLEP)
- Career Readiness: ACT® WorkKeys®

# Support Student Learning

## **Why should families support student learning at home?**

- Learning should not end in the classroom.
- You play an important role in setting high expectations for learning.
- You can help your child become successful both in and outside the class.

## **Support starts with meaningful conversations:**

- Find out what your child knows.
- Discover what your child should be able to do.
- Talk to your child regularly about schoolwork.
- Meet and speak with your child's teacher(s) regularly.

# Parent Engagement

Weston High School is committed to providing parents with meaningful, two-way communication opportunities with both teachers and Coach Tolar throughout the year. Here is where to go with questions.

- Contact your child's teachers with questions about your child's progress, learning needs, or school events/programs through the Class DoJo app or through email. For teacher in grades 7-12, email works best.
- Additional questions or concerns that cannot be addressed by your child's teacher, should be directed to Coach Tolar at [ritchie.tolar@jpsbschools.us](mailto:ritchie.tolar@jpsbschools.us).

# PBIS- Positive Behavior Interventions and Supports

PBIS is a tier based system that our parish uses for discipline. There are three types of behaviors:

- Type A
  - Minor offenses (usually handled in classroom with steps)
- Type B
  - Major offenses (sent to office with referrals possibly resulting in ISS/OSS)
- Type C
  - Major offense (resulting in OSS/Expulsion)

The Jackson Parish Student Handbook and the Weston High School Student Handbook can be found our the Weston High School website at [www.whs.jpsb.us](http://www.whs.jpsb.us) under Students tab. The discipline policy is located in the handbook for you to review.

# PBIS- Positive Behavior Interventions and Supports

Our school is graded on a Tiered Fidelity Inventory (TIF) system. It includes team composition, team operating procedures, behavioral expectations, teaching of expectations, problem behavior definitions, policies, professional development, classroom procedures, feedback and acknowledgements, faculty involvement, community involvement, discipline data, data-based decision making, fidelity of the data, and annual evaluation. For the 2017-2018 year WHS scored a 73% on the Tiered Fidelity Inventory (TIF). For 2018-2019, WHS scored 53% on the TIF. The drop in score was due to increased guidelines requiring more evidence to be provided and the implementation process falling off in our middle school and high school grades. Documentation had to be turned in the first week of March and some of the items were completed after March which would have increased the TIF score for 2018-2019.

# 2019-2020 Annual Title I Parent Meeting Evaluation

<https://tinyurl.com/whstitle1eval2019>