



Dysart Schools

Title I Presentation



Agenda

- Introductions
- What is Title I?
- Family Engagement
- School and Family Compact
- School Achievement Data
- Title I Funds
- Moving Forward and Next Steps



What is Title I?

- Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of children who qualify for free or reduced meals.
- The program is intended to help ensure that all students meet state academic standards.



Goals of Title I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote family education and engagement



Family Engagement

The School Site Council provides parents with an opportunity to be involved in the academic program of the school. Get involved in your school Site Council. You can also become active in your PTSA.



Families Engagement Opportunities

- Ask for meetings and trainings
- You have the right to know the qualifications of the teachers in your school
- Review the results of annual family engagement effectiveness survey
- Review the school's achievement data
- Review the family engagement plan
- Review the Title I Family Engagement Policy and Home/School Compact



Additional Family Engagement Opportunities

- Volunteer in our classrooms
- Weekly Newsletters
- Title I Meeting to discussing current student assessment data and student progress
- Quarterly PTSA meetings and Family events
- School Site Council Meetings are open to all stakeholders
- Teacher, School and District websites
- Scheduled Parent/Teacher conferences as well as additional conference when needed

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Title I Family Engagement

- Every Title I school, in collaboration with families, MUST prepare a site level family engagement policy.
- The Family Engagement Policy describes how the school will involve families in an organized, ongoing, and timely way in planning, review, and improvement of the Title I program at their school.
- Family input is always part of the process and end product
- Provided to families during the first weeks of school and always in our school office



School and Family Compact

- The School and Family Compact describes the responsibilities of the school, the family, and the student for improved student achievement.
- Developed in collaboration among families, teachers and students
- Updated periodically
- Distributed with site Title I Family Engagement Policy



Title I Funds

- Allocated on basis of number of students eligible for free/reduced lunch. Our school receives a certain amount of money per student.
- A portion of a school's total Title I budget is for family engagement activities.
- Funds must supplement, not supplant, district funds.



School Achievement Data- Acadience Reading

Acadience End of Year Data			
Grade	Intensive Support Needed	Strategic Support Needed	At Benchmark
Kindergarten	13%	18%	68%
1st	38%	8%	53%
2nd	25%	20%	53%
3rd	28%	14%	57%
School-Wide	26%	15%	58%


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School Achievement Data- ELA

2024 AASA ELA Results							
Grade Level	2022-2023 Proficiency	Total Number Tested	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Percent Proficient
3rd Grade	43%	70	49%	11%	30%	10%	40%
4th Grade	37%	88	45%	16%	28%	10%	39%
5th Grade	35%	92	38%	29%	29%	4%	33%
6th Grade	32%	79	19%	23%	44%	14%	58%
7th Grade	37%	77	44%	19%	29%	8%	36%
8th Grade	44%	92	36%	21%	36%	8%	43%
School-Wide	38.08%						41.45%

School Achievement Data- Math

2024 AASA Math Results								
Grade Level	22.23 Proficiency	Total Number Tested	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Percent Proficient	
3rd Grade	67%	70	34%	17%	29%	20%	49%	
4th Grade	24%	88	39%	34%	22%	6%	27%	
5th Grade	25%	92	44%	31%	22%	3%	25%	
6th Grade	24%	79	28%	28%	29%	15%	44%	
7th Grade	24%	77	75%	5%	8%	12%	19%	
8th Grade	23%	92	65%	18%	9%	8%	16%	
School-Wide	28%							29%

AZSci

Grade AzSci Science Scores

Grade	22.23 Proficiency	Total Number Tested	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Percent Proficient
5th Grade	36%	91	20%	38%	32%	10%	42%
8th Grade	17%	92	29%	54%	15%	1%	16%



AZELLA

	% Proficient		Average Growth	
	2023	2024	2023	2024
School	26.47	47.22	0.45	0.91
State	12.07	14.68	0.34	0.52

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West Point School Letter Grade Information

Component	2021 Scores	2022 Scores	2023 Scores	2024 Scores
Proficiency (30 Points)	12.69	14.69	16.09	17.44
Growth (50 Points)	46.25	48.87	48.67	46.51
Acceleration/Readiness (10 Points)	6	10	10	10
ELL Reclassification (10 Points)	10	3	10	10
Bonus Points (5 Possible)	3.5	2	2	2
Total Points	Scores not Given	78.56- B	86.76- A	85.95- TBD



Moving Forward and Next Steps

- Regularly review data and SMART goals as a staff
- Use data frequently to identify standards/areas of need
- Utilize Response to Intervention to identify and provide targeted instruction for struggling students
- Provide staff with PD aligned to the CIP
- Tutoring opportunities to help students increase reading and math skills
- Site Council, PTSA, and to increase parental involvement and awareness of data & CIP



GOAL 1: By the end of the academic year, West Point will increase proficiency in math, ELA, and Science by a minimum of 3% on AASA and Acadience EOY Scores.

- Math proficiency SMART goal, “By the end of the 24-25 school year, math proficiency will increase from 31 % to 34% on the AASA test.
- ELA proficiency SMART goal, “By the end of the 24-25 school year, ELA proficiency will increase from 43 % to 46 % on the AASA test.
- Acadience SMART Goal, “By the end of the 24-25 school year, Acadience EOY Composite Scores will increase from 58% to 61%.
- Science Proficiency SMART goal, “By the end of the 24-25 school year, 8th grade Science proficiency will increase from 17% to 21% and 5th grade from 36%-39%.

Action Steps:

- Teachers will plan and implement research-based, effective tier 1 instructional practices focused on engagement and academic conversations.
- Through the PLC process, teachers will understand the depth and breadth of grade-level standards and proficiency levels related to their content areas and integrate them into their planning.
- Teachers and students will collaboratively utilize assessment data and work samples to plan, drive, and evaluate student learning outcomes through common formative assessments.
- Teachers and students will set unit SMART goals throughout the year.
- By the end of the 2024-2025 SY, the PD plan for PLC development and instructional practices will be completed with a focus on using prep connects for data conversations to plan for instruction.
- Teachers will systematically identify students and provide targeted Tier 2 interventions.
- Staff will collaborate to identify students and provide effective Tier 3 interventions systematically.
- Instructional committees will meet monthly to develop collective efficacy through inquiry practices.
- Implement a ZAP, “Zeros Aren’t Permitted” program for grades 5-8.
- Before and after school tutoring

Assess/Monitor:

- Unit, module, CFA Data, Acadience BOY, MOY, EOY, and progress monitoring
- Classroom Walk-through Data to monitor the effectiveness of professional development implementation
- Student data binders and proficiency posters
- Benchmark Data
- PLC Agendas, Standard Deconstruction Documents, Lesson Plans
- Committee notes and agendas



GOAL 2: By the end of the academic year, establish and maintain a positive and safe classroom environment by consistently implementing SPARK expectations, leading to a 20% decrease in physical aggression office referrals. (Baseline 203 events)

Action Steps:

- West Point will refine the school-wide behavior management systems and provide professional development on implementing classroom management practices
- Develop a student mentor program and incorporate school athletics
- Share monthly attendance and discipline data in the school newsletter as the “Big 5”
- Increase school-wide celebrations for positive behavior, including assemblies and incentive events
- Implementation of a bullying prevention program for students, staff, and parents
- Support subpopulations and grade levels on school discipline expectations
- Consistent implementation of SPARK, learning readiness skills with professional development.
- Teaching and utilizing conflict resolution strategies.
- Create a Student Kindness Club

Assess/Monitor:

- Agendas from training, walk through data regarding fidelity of implementation
- Surveys and focus groups to determine the success of the Mentor Program.
- Discipline Referral Data Analysis and Tracking
- DIP Engagement Data
- SPARK Ticket Data by Grade
- Student Grade Data Analysis and Tracking of Honor Roll and Principal’s List.
- Student Mentor participation



GOAL 3 By the end of 24/25 SY, maintain or increase the number of parents who are likely or very likely to recommend our school to at least 89% on the Dysart Annual Survey. (Baseline, Parent Survey 86%)

Action Steps:

- Increase parent survey participation (collaborate with PTSA)
- Reflect and revise and then communicate the parking lot drop off and pick up procedures with students and families
- Increase Parking Lot Signage
- Reflect and revise uniform structures for staff to communicate with families consistently, including templates, time frames, and grade book procedures
- Create and increase involvement opportunities for families for engagement and volunteering
- Use of parent square and marquee to improve the quality of parent communication
- Increase Social Media posts to highlight academics, athletics, and arts and increase the number of followers

Assess/Monitor:

- Create QR codes linked to a survey for school events to collect data
- Increase the parent participation in the survey accurate data is collected
- Review Parent Portal Usage Reports
- Number of Social Media followers and interactions

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Questions

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