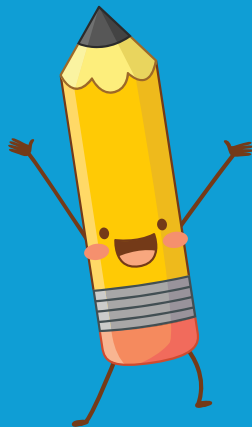


Kane Area School District

Federal Programs Annual Spring Meeting

May 29, 2025



Title I, II and IV – Stakeholder Engagement Meeting

- Agenda
- Review 2024-2025 Data and Performance Goals
- Review Use of Funds allocated for 2024-2025
- Review Policy and Requirements
- Planning for 2025-2026
 - Areas of Concern
 - Allowable Use of Funds
 - Family Survey Data
 - Staff Development Survey Data





Federal Allocations

- **Final 2024-2025 Allocations after Funding Adjustments**
 - Title I – **\$336,548.00** (original allocation was \$339,725.00)
 - Title II – **\$37,980.00** (original allocation was \$38,049.00)
 - Title IV - **\$26,483.00**
 - Total Federal Funds - **\$401,011.00** (\$3246.00 less than original allocation)
- **2025-2026 Allocations**
 - Title IV **\$25,002** (-1481)
 - Title IIA **\$43,568** (+5588)
 - Title IA **\$371,420** (+34872)

Title I Performance Goals 2024-2025

- **Math Goals**

- At least 72% of the Grade K-2 Math students will score at or above the end of year Acadience numeracy measures benchmark by the end of the 2024-25 school year when provided with research-based interventions designed and delivered by the Title I team.
 - **Results – 64% of the Grade K-2 Math students scored at or above the end of the year Acadience numeracy measures composite goal.**
 - K - 60% 1st grade - 60% 2nd grade - 70%
 - **Fall baseline score results - K (63%), 1st grade (49%), 2nd grade (57%) of students meeting or exceeding the fall benchmark expectations**
- The Grade 3-5 all-student group will increase proficiency on the 2025 Math PSSA assessments by 4% when provided with research-based interventions designed and delivered by the Title I team.
 - **Results – Grades 3-5 declined from 50% to 45% overall proficiency.**

Title I Performance Goals 2024-2025

- **ELA Goals**

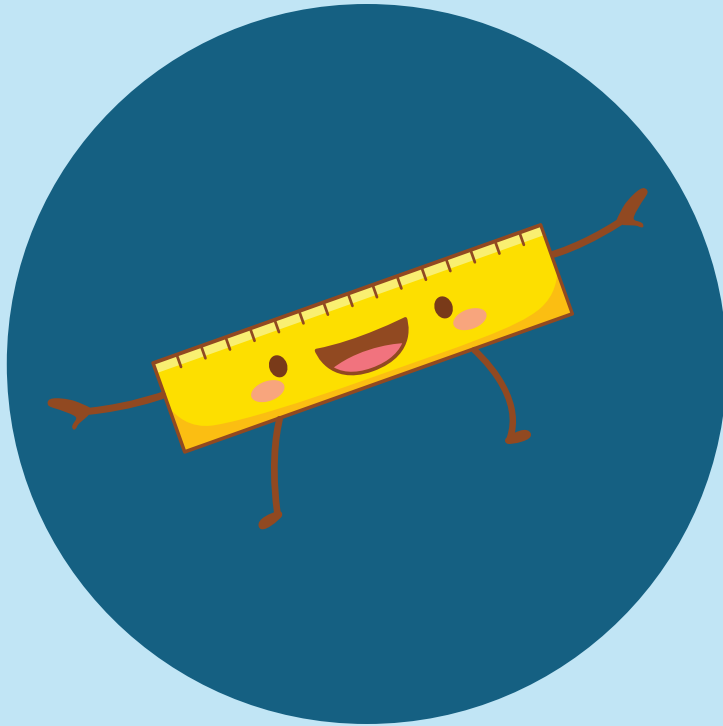
- At least 68% of the Grade K-2 ELA students will score at or above the end of year Acadience Reading Composite measures benchmark by the end of the 2024-25 school year when provided with research-based interventions designed and delivered by the Title I team.
 - Results - 55% (K: 69%; 1st: 57%; 2nd: 40%)
 - Reflecting on these results and discussing next steps will be important for planning the upcoming 2025-26 school year. Interventionists have begun drafting ideas to focus and strengthen the low 40% Acadience score of the 2nd grade cohort of students (from 57% last year). Evidence has proven that the optimal window to work with young readers is from Pre-K through Grade 3. Maintaining fidelity within our reading program is another key factor to consider.
- The Grade 3-5 ELA students in the economically disadvantaged subgroup will close the achievement score gap with the all-student group on the 2025 ELA PSSA assessments demonstrating an increase of 2% when provided with research-based interventions designed and delivered by the Title I team.
 - Results – subgroup demographic results will be available in October 2025

Title II 2024-2025

- **Title II funds were transferred to Title I for the 2024-2025 School year**



Title IV Performance Goal 2024-2025



- GOAL

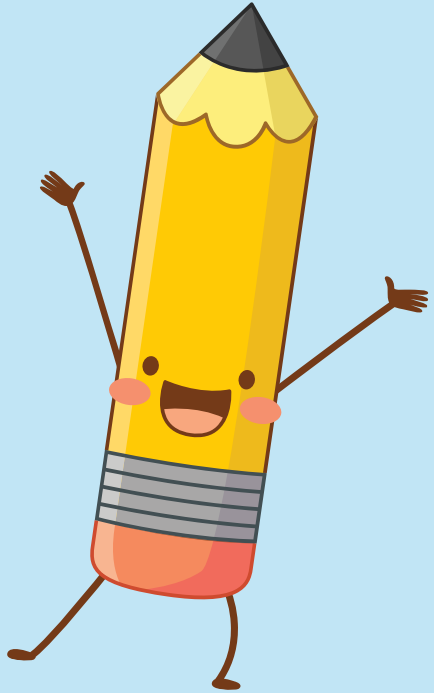
- The school social worker, in collaboration with school-based teams in each of the three buildings (elementary, middle, and high school) will support students and their families with necessary resources to improve school attendance and engagement. Each building will increase attendance rates by 1% over the course of the 2024-25 school year. Improved attendance will lead to increased engagement, lower failure rates, higher grades and increased scores on standardized testing.

- RESULT

- ES 0.52% improvement at 94.87% (pre-pandemic 95.58)
- MS 0.39% improvement at 95.00% (pre-pandemic 95.97)
- HS 0.35% improvement at 91.98% (pre-pandemic 95.83)
- Attendance continues to improve at the ES and MS levels since the pandemic with the MS meeting our Comprehensive Plan goal of 95%.
- The HS is not improving as quickly and is hovering at 92%.

How our funds were spent 2024-2025

- Title I teachers and instructional aides
- Summer School teachers and instructional aides
- Homeless set-aside for transportation expenses
- Partial funding of the K-12 School Social Worker



Title I Parent Survey 2025

• Summary of Results

49 Responses

- 86% of parents who responded have students in grades K-2
- 61% of parents feel that school staff can build partnerships with families to improve student achievement by reaching out to communicate and work with families as equal partners
- Preferred forms of communication include text messages, written notes sent home with students and email
- 39% of parents feel the best time for the annual public Title I meeting is during Parent-Teacher Conference day

Title I Parent Survey 2025



- Summary of Responses

49 Responses

- The most likely reasons that families do not attend events is that events take place at inconvenient dates/times or that they are not aware that the event is taking place
- Parents feel that they have been adequately informed on PSSA and Other Assessments, explanation of the KASD curriculum and how to contact school staff. Respondents were unsure if they had adequate information on PA State Standards and Core Content which could be a possible training topic in the future.

Professional Development Survey 2025

(56 responses)

- Top 3 Areas of Interest (42% or higher)
 - De-escalation Strategies
 - Social Emotional Learning
 - Technology Integration
- Preferred Methods of PD (35% or higher)
 - In-service days in the district
 - Workshops outside of district (IU9, etc.)
 - Online videos
 - Self-guided courses

Areas of Concern

Where and why did fall short of our goals?
What is important as areas of focus for the upcoming year?

- Next Steps for the Planning Team

- What Programs and Services Can address and support our Concerns and Goals for improvement?
- How should Funding be Allocated in the Kane Area School District?
- Are there better ways to share information with families?
- What methods could be used to increase family involvement and meet needs?



Allowable Use of Funds

Title I – Improving Basic Programs



- **Schoolwide Programs in the Elementary Building**
 - Any Program that increases Student Achievement (interventions, Summer School, etc.)
 - Counseling and Mental Health
 - Mentoring
 - Behavioral Supports
 - Parent/Family Engagement
 - Transition Activities (pre-K to K and 5 to 6)
 - Homeless Children and Youth

Allowable Use of Funds

Title II – Supporting Effective Instruction



- **Class Size Reduction and Staffing**
- **Professional Development in the areas of:**
 - Technology integration
 - Data usage
 - Parent engagement
 - IEP development and implementation
 - English learners
 - Early learning activities
 - Implementing assessments
 - Trauma, mental illness and interventions
 - Safety, alcohol, drug abuse and chronic absenteeism
 - Gifted learning
 - Sexual abuse prevention
 - Career and technical education
 - Library programs

Allowable Use of Funds

Title IV – Student Support and Academic Achievement



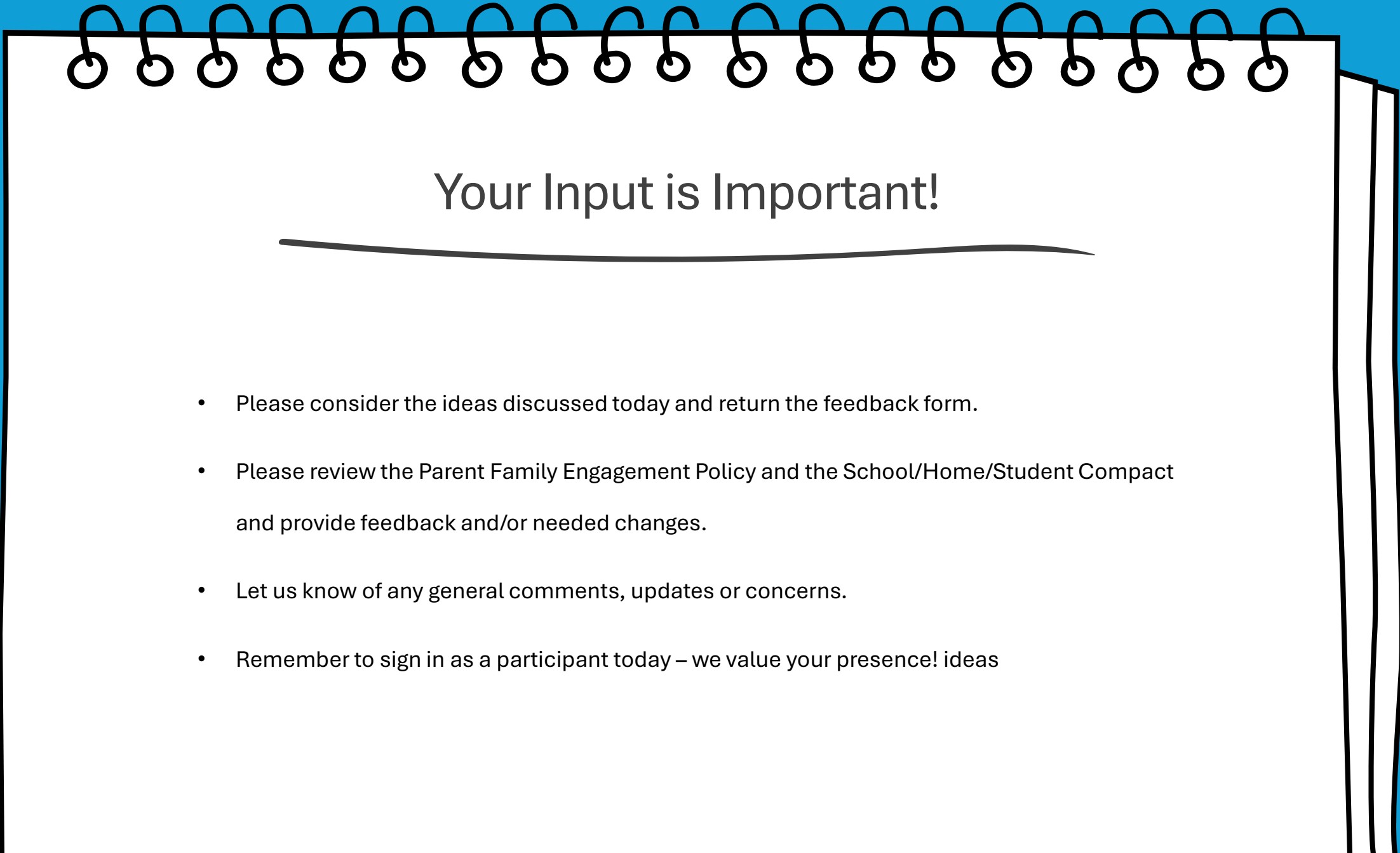
- **Well Rounded Educational Opportunities**

- College and career guidance and counseling programs
- Music and arts programs,
- STEM
- Accelerated Learning
- History
- Foreign Language
- Environmental Education
- Promoting Volunteerism

- **Safe and Healthy Students**

- Drug and violence prevention
- Supporting a healthy active lifestyle
- Preventing bullying and harassment
- Mentoring and school counseling
- School dropout and re-entry programs
- Schoolwide positive behavior and supports programs

- **Effective Use of Technology**

A graphic of a spiral-bound notebook with a white page and a blue background. The spiral binding is at the top. The text "Your Input is Important!" is centered on the page, underlined. Below the title is a bulleted list of four items.

Your Input is Important!

- Please consider the ideas discussed today and return the feedback form.
- Please review the Parent Family Engagement Policy and the School/Home/Student Compact and provide feedback and/or needed changes.
- Let us know of any general comments, updates or concerns.
- Remember to sign in as a participant today – we value your presence! ideas

Thank You!!

Your time greatly appreciated!

