

# Title I.A LEA Plan

Implementation Year(s): 2016-17

## ST. CHARLES R-VI (092090)

Team Members:	Heather Scheetz	Federal Programs Specialist	hscheetz@stcharlessd.org	636-443-4030
	Danielle Tormala	Associate Superintendent	dtormala@stcharlessd.org	636-443-4029

1. Describe how the district will coordinate and integrate Title I services with other educational services at the LEA or school level -- such as Even Start, Head Start, and other preschool programs, including transition plans to elementary schools; services for LEP children, children with disabilities, migrant children, neglected or delinquent youth, Native American children served under Title VII.A, homeless children, and immigrant children. Specify how these services will increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The St. Charles School District coordinates and integrates Title I Schoolwide and preschool services for PK-4 students with other services including Federal Programs which include Title ID, Title IIA and Title III LEP as well as other district programs for ELL, Immigrant, Migrant, Homeless, SPED, ECSE and Parents As Teachers.

The district regularly reviews available funding for existing services and resources to find ways to increase efficiency and effectiveness of all programs.

Title I funds are used to supplement services provided in the past with local funds. The district ensures that the Title I schools staffing and budgets from local funding is equivalent to non-Title I schools so that all Title I funds are truly supplemental to what the district currently and in the past has provided.

The district ensures and documents a coordination of services meeting at the end of every school year to discuss services provided, identify overlapping services, to monitor each program's effectiveness and to provide comprehensive instructional programs. The buildings also provide building teachers/staff collaboration time during which time they may discuss services available and how to best meet student needs without overlapping.

2. Describe how migratory and former migratory children, who are eligible to receive services under Title I.A., are selected to receive such services on the same basis as other children receiving Title I.A services.

The St. Charles School district has established effective procedures to identify migrant students upon enrollment and has developed clear process for providing Title IA services in a timely manner to migratory and former migratory students as needed. In order to receive Title I supplemental services a migrant student must meet the same Title I eligibility requirements as any other student at the same grade levels.

3.

a.) How will Title I services be delivered? (check all that apply)

Targeted Assistance

Schoolwide Program

---

b.) Briefly describe how the district will use Title I.A. funds to support student success. Include expected interventions, instructional programs/practices and professional development.

The St. Charles School District has met with teachers, administrators and parents to discuss needed services to be funded by Title I. The district has chosen the Teacher's College Running Records to benchmark the achievement of students to better target academic needs. In 2016-17 the districts 5 Title I schools will enter their 5th year as Title I Schoolwide buildings. Through the Title I School wide planning process and annual review, (which includes parent surveys, consultation with parents and feedback) each Title I school has identified their own unique needs and developed a school wide plan that details their planned Title I interventions to meet their specific needs. Their Title I school wide plans are available through the compliance system. Title I buildings ensure that all teachers and paraprofessionals in the building are highly qualified. Teachers are trained and use differentiated instructional practices.

Below is a brief overview of some of the Title I funded activities being implemented in the schools:

Communication Arts and Math support will be provided for K-4 students through push-in and small group pull-out services provided by Title I Teachers/Interventionists. These Title I Teachers/Interventionist will support the Balanced Literacy approach, Readers Writers Workshop, building background knowledge through vocabulary development, Marzano, Everyday Math, and other research based effective instructional and assessment practices. Based on available funding, some buildings will also offer a Title I Before or After School Programs.

Title I District-wide Preschool Program provides services to 3 and 4 year olds – following the Project Construct curriculum.

---

4. Identify how the LEA will provide instruction to students at risk of academic failure (check all that apply).

Push-in

Pull out

Literacy/ Instructional Coach

Reading Recovery and Early Learning

Family Literacy

Other:

Remedial Reading and Preschool Program

---

5. Title I instructional services, materials and supplies, equipment and facilities are used for educational assistance to individual students assessed as needing help in meeting Missouri's Learning Standards. This support includes: (check all that apply)

- Employee FTE (full or part-time) to provide supplemental services. (1200)

Number of teachers/ Role

5 Title I teachers for 2016-17.  
31 Part-time Interventionists (Certified teachers) providing help in the classroom and pull-out situations in all 5 of our Title I Elementary Schools for 2016-17. This number is based on current 2015-16 totals.  
2016-2017 Interventionist (Certified teachers) FTE's to be determined after the final budgets are finalized.

Number of paraprofessionals

- Homeless set-aside - Required (2100)
- Supplemental materials and supplies (1200)
- Transportation and Maintenance (2500)
- School Choice Transportation (2557)
- Facilities Acquisition and Construction (4000)
- Professional development activities (2200). List activity, grade level participants and dates:

PD activities supporting Schoolwide Plan - Title I funds were allocated to all 6 Title I Elementary schools to provide professional development activities to K-4 teachers and district staff.

\* July 23- Jennifer Serravallo webinar on Kindergarten communication arts instruction. Principals and instructional coaches attended.

\* September 8 - Reading Strategy Webinar - Teachers, Instructional Coaches and administrators attended

\* September 24- Greg Tang math workshop. Coaches, principals and third and fourth grade teachers.

\* October 1- Jennifer Serravallo webinar on goal setting. Principals and instructional coaches.

\* December 3- Jennifer Serravallo webinar on reading instruction. Principals and instructional coaches.

\* December 10- Lucy Calkins Webinar - teachers attended

\* March 1- Jennifer Beilsmith. Monroe staff professional development on growth mindset and setting a vision part 1

\* March 15- Jennifer Beilsmith. Monroe staff professional development on growth mindset and setting a vision part 2

\* March 15 MAESP Conference - building administrators

- Other:

- 
6. List the evidence-based practices supported with Title I funds that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities. Date of implementation

2007-Present - Refresher PLC workshops 3-22-2016. Enhancing components of PLC presented by Marzano Research Lab (not paid with Title I funds)

- Schoolwide Positive Behavior Support. Date of implementation

2009-Present

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.

2007-Present - Classroom Management and PBIS (Positive Behavioral Interventions and Supports)- Attendees walk away with immediate strategies to use in the classroom the next day. Philosophy and research behind PBIS. Upbeat and engaging. Connections to our previous MRL trainings.

Art & Science of Teaching for Special Populations- Practical suggestions and strategies for teachers of special populations- SPED, ELL, at risk, Gifted, etc.- How to meet diverse academic and behavioral needs of students.

- Other: List planned intervention(s) and briefly describe.

Null employed four interventionists this year who worked with students in math, reading, and writing. Technology intervention programs were utilized as well. Reading Eggs and Reading A to Z are technology based interventions which helped students with literacy skills. ALEKS is a technology based intervention which helped with math skills. Additional intervention was provided through OASIS and partnerships with Lindenwood University. Lindenwood University students came to Null twice a week and worked with students on math and reading skills. After school tutoring was also provided for students at Null.

Lincoln planned interventions would address reading and math areas that show as deficiencies according to grade level standards. Once the area of deficiency is discovered we plan and execute targeted small group instruction.

Monroe used their interventionist for reading intervention with small groups. They work on phonics, reading strategies, fluency, reading comprehension. Leveled Literacy Intervention is one of the programs they use as a guide. Math interventionist use Everyday Math and provide small group support in the classroom during the regular math block.

Blackhurst - All grade levels have planned intervention time set across the grade level. During that time student are grouped into a strategy group that best applies to the needs that they are needing or lacking. Students are pulled into small groups to work on LLI, reading & math strategy, enrichment, ELL and SPED. During this time we have 12 staff members (classroom teachers, interventionist, SPED teacher, ELL teacher, Librarian, Remedial Reading Specialist and Title teacher) working with students. Students are re-shuffled into groups every six weeks during data meetings.

Coverdell - Tribe Time - This is a daily time of 25 minutes in which students are ability grouped and all staff are assigned to students who need concentrated work on specific skills. Classroom teachers provide activities, games and other assignments to provide focused practice in areas of need. Differentiated Math - Teachers assess students prior to each math unit. Then they group the students based upon their understanding of the subject matter. Title 1 teachers then push in the classroom to co-teach the lowest group, which allows extra support for those who need it.

Small Group Instruction - At each data meeting it is determined which students would benefit most from getting additional practice in a pull out setting in the areas of communication arts and math. These students work with the Title 1 and Accelerated Reading teachers in small group settings. Leveled Literacy Instruction - This is a reading program that is used to engage students in reading at their levels and to continually monitor their progress.

In all of these settings, games, technology, flash cards leveled readers and other resources are used to engage students in learning skills that are difficult for them.

- extended school year
- before- and after-school tutoring
- summer programs and opportunities
- other:

---

8. The following high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), will be used by the LEA and schools served to assist in diagnosis, teaching, and learning in the classroom, enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

a.) **Reading**

- MAP Communication Arts scores
- Basic Reading Inventory (BRI)
- Gates-MacGinitie
- Developmental Reading Assessment (DRA)
- Scholastic Reading Inventory (SRI)
- Gray Oral Reading Test IV
- Texas Primary Reading Inventory (TPRI)
- Woodcock-Johnson III
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Star Reading
- AIMSweb Reading
- Acuity
- Discovery Learning
- NWEA
- Tungsten
- Yearly Progress Pro
- Text-based assessments including pre-, post- assessments and benchmarks
- Other:

Teachers College Benchmark, Fountas Pinell, Dial 4

---

b.) **Math**

- MAP Math scores
- Terra Nova
- Balance Assessment
- Stanford
- Star Math
- AIMSweb Math
- Acuity
- Discovery Learning
- NWEA
- Tungsten
- Yearly Progress Pro
- Text-based assessments including pre-, post- assessments and benchmarks
- Other:

Dial 4, District created common assessments.

---

9. For Targeted Assistance programs only: The assessments checked in #8 above and the following make up the multiple criteria that will be used to identify eligible children most in need of services: (check all that apply)

- Missouri School Entry Assessment (Pre-K)
- Parents as Teachers data
- Teachers Objective Checklist /Academic Indicators
- Parent Checklist
- Developmentally appropriate assessment (Pre-K - Grade 2)<br/><br/>Identify

- Standardized Testing (Grade 3-12)<br/><br/>Identify

- Other (please list):

---

10. The LEA has a plan for its Title I.D Neglected funds that describes the program to be implemented (if applicable).

Yes

---

11.

a.) Preschool services will be supported with Title I.A funds.

Yes. If yes, answer 11b and 11c

No

---

b.) Research-based Preschool curriculum chosen:

Project Construct

High/Scope

Creative Curriculum

Early Language and Literacy Curriculum

Other. Must be able to document research:

---

c.) How will Title I funds support preschool programs? Describe services (e.g. ½ day/days per week/ages served):

The District-wide Title I preschool program provides services to 3 and 4 year olds. Students are assessed as either Title I, Tuition paying or SPED. Title I funds will be used to pay the appropriate % of preschool costs for providing services to Title I identified students. These costs include Preschool teacher and para salaries and benefits, classroom supplies, parent involvement, communication costs and professional development.

For the 16-17 school year, the district projects having 135 students ages 3 and 4. Preschool will be held in 6 elementary buildings for 3 hours day and 5 days each week.

---

12. The LEA has identified effective parental involvement processes and is providing educational activities, including:

Before school starts in the fall, the preschool parents must attend an information open house explaining the preschool program and the importance of parent involvement in the education of children. They also discuss the preschool handbook which includes information to parents on how to help ensure your child's success in school and how parents will be able to communicate with the school and teacher. The parents are advised that the handbook includes district notices and policies including information on FERPA, PPRA, SPED, Information Under NCLB (Parents Right to Know), Complaint Resolution Procedures, SPED. Parents are invited to be involved and provide input to planning and improvement of services.

Parents receive regular communication on class activities and student progress. A weekly update, monthly newsletter and progress reports are provided. Parent Teacher conferences are held two times during the school year to discuss student academic progress; interpreters are provided as needed for these conferences. Parents are encouraged to plan school visits and volunteer. Preschool families are also invited to attend school activities, periodic preschool only activities, (i.e. Preschool Family Picnic), and parents are invited to attend two PLAY (Powerful Learning Activities with You) per year to learn and play alongside their child with literacy and math activities. The district also uses email, paper handouts and a call system to keep parents up to date; information is provided in both English and Spanish. Interpreters and translations for various other information is provided to the extent practical.

Parents are also given a Parent-Student-School Compact that needs to be signed and returned. Parents are asked to keep a copy of the compact at home as a reminder of their expectations.