

**WEBSTER GROVES SCHOOL DISTRICT  
BOARD OF EDUCATION ITEM OF CONSIDERATION**

**DATE: January 26, 2015**

**TOPIC/PROPOSAL:**

Approve federal programs report and focus areas.

**BACKGROUND INFORMATION:**

The Board of Education must review and approve the focus areas for federal programs on an annual basis. A copy of the 2013-14 report including focus areas for 2015-16 is attached for your review. This information was also shared and discussed by the Strategic Planning/Curriculum Coordinating Council on Tuesday, December 2, 2014. The council endorsed the report and future focus areas.

**INSTRUCTIONAL IMPACT/RATIONALE:**

Federal funds are used to support students, parents, and teachers in a variety of areas including literacy, social justice, and non-violent crisis intervention.

**CSIP/DISTRICT GOAL ADDRESSED:**

1. Create a system for people to come together on a regular basis to discuss and experiment with how to make learning relevant, challenging, and rewarding for learners.
2. Cultivate globally-minded pedagogies, curriculum, and practices.
3. Develop “space(s)” and processes to provide professional learning opportunities for the discussion, collaboration, and experimentation with new and different practices and share these within and outside the district.

**FISCAL NOTE:** All funds provided by Federal Programs.

**ADMINISTRATIVE RECOMMENDATION:**

- Action Requested:   X
- Information:
- Proposed Motion for Approval (if applicable):

**I move that the Board of Education approve the 2013-14 Federal Programs Report including the identified focus areas for 2015-16 school year.**

**PREPARED BY:** John Simpson

**Motion:** \_\_\_\_\_ **Second:** \_\_\_\_\_

**Board Vote:**    (yes)    (no)    (abstain)    (Consent Agenda)

## **Federal Title Programs Report 2013-2014**

Webster Groves School District received \$743,028.24 (including VICC Title I funds) in the 2013-2014 school year for the two federal Title programs. These funds are noncompetitive grants with specific allocations based on district enrollment and percentage of free and reduced lunch students. Each spring the district is required to complete a grant application detailing the approved uses of the funds. The district uses a self-monitoring checklist for each of the programs to ensure compliance. This report provides a description of each program, a budget breakdown, evaluation criteria, and a set of recommendations.

### **Program Descriptions**

#### **Title I, Part A**—Improving the Academic Achievement of the Disadvantaged

Schools designated to receive Title I funds must have a percentage of free and reduced lunch that is higher than the district average. The district may prioritize grade levels of participation in the program. In Webster Groves we defined K-6 schools as first priority. In school year 2013-2014, \$76,666.89 (Regular: \$64,094.00 and carryover funds: \$12,572.89) was received for neglected institutions within our boundary. This amount is defined by DESE and is allocated to Edgewood and Epworth.

Eligible schools within the district were: Avery, Hudson, and Steger. Each eligible school was allocated \$678.58 for each student qualifying for free or reduced lunch in the targeted school.

The Webster Groves Title I Program serves students primarily in the area of literacy. Students in K – 6 received pullout and push-in services from reading teachers. The Title I reading teachers are in addition to a basic allotment of reading staff assigned to each school. District students served are identified through MOSIS. A total of 350 students at Edgewood and Epworth were served primarily in literacy as listed on Title I A End-of-Year Report.

A portion of Title I funding, \$88,436.20, was allocated through the VICC program and was used to support student participation and transportation of students to their assigned schools. This money is not new funding but a replacement for a like amount previously received from VICC.

#### **Title II, Part A**—Professional Development, Teacher Recruitment, and Class Size Reduction

Webster Groves School District chose to use these funds for professional development. A total of \$249,427.96 (\$149,620.00 plus \$99,807.96 in carryover) was received by the district.

Each school is allocated a specific amount of the professional development Title II funds to support professional development in the school. Private and parochial schools received a total of \$89,726.32 (\$51,031.64 plus \$38,694.68 in carry over) for professional development. Before any school, private/parochial or public, may expend funds, an approved professional development plan for Title II must be on file with the assistant superintendent of curriculum and instruction. A sample of the professional development plan form is in the appendix of this document. Professional development funding within the



district was used to support district priorities that included closing the achievement gap and enhancing learning for all. The building allocations are listed in the appendix of this document.

A portion of the funds are also kept at the district level to support major professional development efforts. The majority of the professional development funds were used for the eMINTS, literacy training, Nonviolent Crisis Intervention, Vertical Learning, social justice training, and substitute teachers to allow staff to collaborate and learn with one another.

Each school must submit an end-of-the-year report regarding the use and the impact of Title II funds. These reports are submitted to the assistant superintendent for curriculum and instruction. A copy of the end of year report form is located in the appendix of this document.

**Evaluation Criteria**

**Title I**

This program is the most tightly monitored of the federal grants. It also has the largest funding at \$493,600.28. This total includes the original Title I allocation, the VICC Title I allocation, and carryover funds. As part of the MSIP evaluation a few years ago, WGSD conducted a self-study. This self-study was submitted to DESE and reviewed by the Federal Programs Department. The desk audit of this program resulted in no recommended changes in procedures.

The first criteria is a requirement that the district demonstrate adequate academic progress in the Title I schools. Varying levels of progress were made at Avery, Hudson, and Steger with the MAP.

Title I has emphasized the need for “highly qualified” teachers. Teachers must be fully certified in the area of their core academic subjects, and information regarding teacher academic background must be available to the public. One hundred percent of our Title I schools meet the highly qualified teacher expectation.

The following activities are required as a part of the Title I program:

1. Title I LEA plan—overall document describing how funds will be used and students evaluated.
2. Student eligibility—screening and eligibility assessment including master list of students served and their evaluation data.
3. Professional Development required at the building level and district wide.
4. Annual evaluation process—regular review of program success and needs.
5. District parent involvement policy—board policy on parent involvement.
6. School parent involvement policy—strategies for increasing opportunities for parent involvement.
7. Personnel—staff credentials and caseload rosters.

In addition, the district reviewed its CSIP and programming to develop a district improvement plan. A copy of this report is located in the appendix of this document.

**Title II, Part A**

This program focuses on professional development. As part of the MSIP evaluation WGSD conducted a self-study. This self-study was submitted to DESE and reviewed by the Federal Programs Department. The desk audit of this program resulted in no recommended changes in procedures. The following activities are required as part of the Title II, Part A program:

- 1. Planning—documentation describing how funds will be used.
- 2. Needs assessment—data collected within the last three years highlighting areas of needed growth. A CSIP/Professional Development Plan reflects the needs assessment findings.
- 3. Activity assessment—documentation and feedback regarding planned events.

**Recommendations for 2015-16**

The following recommendations were developed with input from the principals receiving federal program funds, curriculum coordinators, the district professional development committee (iDEA), and the Curriculum Coordinating Council during their fall 2014 meeting. This committee of parents, educators, and community members endorsed the focus for each of these grants.

**Title I** – Continue Focus on Literacy

- 1. See Improvement Plan for CSIP and Federal Programs in Appendix.
- 2. Engage in professional development to meet the needs of our neediest students.
- 3. Support low-performing students using highly-qualified teachers and specialized resources.
- 4. Review parent involvement plans.

**Title II, Part A** – Continue Focus on High Quality Professional Development

- 1. Continue to support ongoing high-quality professional development projects in the district such as Social Justice and Non-Violent Crisis Intervention.
- 2. Continue to support professional learning in support of our thematic goals focused on innovation, personalized learning, and sustainability.

# **Federal Programs Report**

## **Appendix**

***Improvement Plan for CSIP and Federal Programs  
Developed in Fall 2007 (revised Fall 2014)***

<b>Data Area: Student Success</b>		
<b>Action</b>	<b>Sponsor</b>	<b>Completion Date</b>
Provide professional learning for staff so that they may better respond to their students, how they learn, and what they're interested in.	iDEA, Coordinators, Asst. Supt. C & I, Principals and Teachers	Ongoing
Implement annual professional development plan.	iDEA, DLT, Coordinators	Ongoing
Continue implementation of Reading Recovery at the elementary level.	Reading Teachers	Ongoing
Continue providing reading tutoring with reading specialists and other trained paraprofessionals.	Reading Teachers, Teacher assistants	Ongoing
Continue to enhance the implementation of a comprehensive balanced literacy program.	Teachers, ELA Coordinator, ELA Facilitators	Ongoing
Provide nonviolent crisis intervention training to school teams.	School Teams, Director of Student Services	Ongoing
Continue to closely monitor student success via a variety of assessments on a regular basis throughout the school year.	Classroom Teachers, Coordinators, Principals, Asst. Supt. C&I, ELA, Math, Science, and Social Studies Facilitators	Ongoing

Provide initial and ongoing training in support of Google Tools	Technology Department, Director of Instructional Technology	Ongoing
Continue to seek out, purchase, and evaluate research-based math interventions for students in Tiers 2 and 3.	Math Coordinator, Math Facilitators	Ongoing
Implement ongoing, frequent progress monitoring for all students with IEPs and all students receiving a Tier 2 or 3 intervention.	Special Education teachers and Special Ed. Coordinators, Teachers, Reading Specialists, Principals	Ongoing
Continue implementation of RtI Grades K-12	Principals RtI/PBIS School and District Implementation Teams	Ongoing
Provide ongoing high quality professional development in the area of Teaching and Leading for Social Justice/Diversity Training.	Asst. Sup for C & I, New Teacher Leaders	Ongoing
Continue the Statesmen Center and expand resources as needed.	High School Principal, Principals, Teachers	Ongoing
Engage in vertical planning and communication both up and down (i.e.: Student learning plans).	IDEA, Principals, Teachers	Ongoing
Provide district-wide training and support for The Art and Science of Teaching	Curriculum Coordinators, IDEA, Administrators, School Teams	Ongoing



Provide training on the Common Core State Standards and work to ensure district curriculum is aligned to them (CCSS).	Curriculum Coordinators, Asst. Supt. For C & I, Teacher Leaders	Ongoing
Provide ongoing professional development on closing the achievement gap and enhancing learning for all students.	Curriculum Coordinators, DLT, Teachers	Ongoing

Data Area: Staff		
Action	Sponsor	Completion Date
Provide professional development in the use of inquiry based learning, the use of technology as an instructional tool, and Google tools.	Coordinators, Director of Instructional Technology, Teacher Leaders	Ongoing
Improve the use of differentiation/responsive teaching by providing professional development and monitoring implementation.	iDEA, Curriculum Coordinators, Asst. Supt. C & I, Principals and Teachers	Ongoing



**MEMO**

**TO:     Principals**

**FROM:   John Simpson**  
          **Assistant Superintendent for C & I**

**DATE:   April 2014**

**RE:     Title II Funds**

Good news. We are to provide each school an allotment of Title II funds. The funds must be used to promote program development or professional development at the building level to close the achievement gap or implement differentiated instruction to address multiple levels in the classroom. The building allocations are listed below. Each building must submit to me a brief proposal for use of the funds. The proposal must include the allocation and a brief statement indicating how each allocation will be used and the expected outcome. All proposals are due before any funds may be expended. An example is attached for your use.

Building Allocations:	
Avery	\$2000
Bristol	\$2000
Clark	\$2000
Edgar Road	\$2000
Hudson	\$2000
Steger/CS	\$4000
Hixson	\$4000
High School	\$6000
Total	\$24,000

## **MEMO**

**TO: Principals**

**FROM: John Simpson**

**DATE: September, 2014**

**RE: Title II**

Each year we are required to create a report regarding the expenditure of Title II funds. Please review the attached form and return it to me no later than April 16 of 2015. It is my hope that by giving you this information now you will be able to complete your report as funds are expended during the 2014-15 school year. (I am also sending this to you via email.) Please give me a call if I can be of assistance to you in managing your Title II funds. Thank you for your cooperation.

Sample Plan for Use of Title II Funds

€ The use of funds is consistent with Title II guidelines and supports the building's Comprehensive School Improvement Plan.

SchoolPrincipalDate Submitted

Budget Summary:

Total Allocation:	\$1500
Substitutes	\$480
Conference Fees	\$140
Training Fees	\$500
Teacher Stipends	0
Materials	\$380

Activity #1: Allocation = \$300  
\$160 for two substitutes and \$140 for two registrations for two teachers to attend a Ruby Payne Workshop

Expected Outcome:  
Teachers will identify methods to enhance instruction for diverse student populations. They will provide a workshop for their peers after the workshop sharing the methods they have learned and are implementing in their classrooms.

Evaluation:  
Evaluations will be completed at the end of the workshops by participating teachers. Administrator observations will determine level of implementation of strategies learned.

Activity #2: Allocation = \$320  
\$320 for four substitutes for four teachers to work as a team on one day.

Expected Outcome:  
The teachers will develop a mentoring system for under achieving students. The program will be implemented no later than November 1, 2013.

Evaluation:  
The grades and test scores of participating students will be examined.

Activity #3: Allocation = \$500 for Presenter, \$380 for Materials  
\$500 for a presenter to provide a half day of training on Common Core Standards.

Expected Outcome:  
All teachers will receive training and identify specific strategies they will implement in their classrooms to enhance learning for all students.

Evaluation:  
Administrator observations will determine level of implementation of strategies learned.  
Test scores for students involved will be examined.

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End-of year evaluation to be completed after March 31 by building administrator:

€ Professional Development Activities listed above were carried out and evaluated as described.

€ Needs assessment, including programs to support /enhance teacher performance and evaluation of student achievement data, is part of the planning process in decisions for ongoing Professional Development.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date



# **Title II School Allocations 2014-2015**

**Public**

Building	Enrollment	Allocation
Avery	537	2522
Bristol*	447	3232
Clark	342	3050
Ed. Rd.*	384	2000
Hudson*	210	2000
Steger/CS*	465	4000
Hixson*	666	4691
High School*	1255	11162
<b>Building Subtotal</b>	4306	30657
<b>School District (Non-Building Specific)</b>	4306	139346
<b>Public Total</b>	4306	170003

**Nonpublic**

Building	Enrollment	Allocation
Chr. Com. Luth*	204	10783
Holy Redeemer*	213	5290
Mary Queen*	436	14356
Miriam	91	2312
Nerinx Hall H.S.*	594	26409
Holy Cross Acd	422	16572
Shining Rivers	74	1702

<b>Building Subtotal</b>	2034	77424
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<b>Non-Public Total</b>	2034	77427
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<b>Title II Total (Public + Non-Public)</b>	6340**	24743***
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(2013-14) = 23.64 / pupil  
 (2012-13) = \$28.42 / pupil  
 (2011-12) = \$37.87 / pupil  
 (2010-11) = \$39.91 / pupil  
 (2009-10) = \$18.99 / pupil  
 (2008-09) = \$19 / pupil  
 (2007-08) = \$14.06 / pupil  
 (2006-07) = \$13.45 / pupil

\*Includes carryover from 2013-14  
\*\* Title IIA Allocation Details determine enrollment  
\*\*\* Adjusted allocation in April, 2013 by DESE = \$256,769