

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

DATE: February 8, 2016

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 2014-15 report including focus areas for 2016-17 is attached for your review.

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 2014-15 Federal Programs Report including the identified focus areas for 2016-17 school year.

PREPARED BY: John Simpson

Motion: _____ **Second:** _____

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

Federal Title Programs Report 2014-2015

Webster Groves School District received \$771,687.80 (including VICC Title I funds) in the 2014-2015 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 self-monitoring checklists 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 2014-2015, \$92,357.62 (Regular:\$77,225.00 and Carryover:\$15,132.62) was received for the neglected institutions within our boundary, Great Circle and Epworth. This amount is defined by DESE.

Eligible schools within the district were: Avery, Hudson, Steger and Computer School. Each eligible school was allocated \$827.24 for each student qualifying for free or reduced lunch in the targeted school.

The Webster Groves School District Title I Program served students primarily in the area of literacy. Students in K – 6 received pull-out 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. A total of 348 students at Great Circle and Epworth were served primarily in literacy as listed on the Title I A End-of-Year Report.

A portion of Title I funding (\$56,576.96) was allocated through the VICC program and used to support transportation of students in the program. 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

Last year, the district received \$266,749.52 (Regular:\$150,708.00 and Carryover:\$116,041.52). Of this total amount, private and parochial schools received \$75,876.68 (Regular:\$47,046.42 and Carryover:\$28,830.26). Public, private, and parochial schools receive the same “per student amount” based on enrollment (Appendix). Before expending funds, public, private, and public schools must have an approved Title II professional development plan 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. 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 social justice, literacy training, Nonviolent Crisis Intervention, and staff collaboration.

Each school must submit an end-of-year evaluation to the assistant superintendent for curriculum and instruction regarding the use and impact of Title II funds. The end of year evaluation is including with the professional development plan 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 \$508,240.00. This total includes the original Title I allocation, the VICC Title I allocation, and carryover funds.

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.

Title II, Part A

This program focuses on professional development. 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. Professional Development Plan – A plan that includes annual goals for professional development.
4. Activity assessment—documentation and feedback regarding planned events.

Recommendations for 2016-17

The following recommendations were developed with input from the principals receiving federal program funds, curriculum coordinators, the district professional development committee (iDEA), and the strategic planning committee during the fall of 2015. These groups of parents, educators, and community members endorsed the focus for each of these grants.

Title I: Continue Focus on Literacy in the Early Grades

Title II, Part A: Continue Focus on High Quality Professional Development Including Social Justice, Non-Violent Crisis and Prevention, Science-Technology-Engineering-Arts-Mathematics(STEAM), Democratic Learning Including Implementation of Democratic Practices, and Staff Collaboration.

Federal Programs Report

Appendix

MEMO

TO: Principals

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

DATE: April 2015

RE: Title II Funds

Good news. We are able to provide each school an allotment of Title II funds. The funds must be used to promote professional development in support of building goals that align with district goals. The building allocations are listed below. Each building must submit to me a brief proposal for use of the funds. The proposal must include allocations and a brief statement indicating how each will be used and the expected outcomes. 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

Note: Nonpublic schools may not pay for substitutes with Title II funds. See Title II guidelines and nonpublic Frequently Asked Questions for more information.

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.

<u>School</u>	<u>Principal</u>	<u>Date Submitted</u>
School A	Principal B	June 24, 2015

Total Allocation:	\$2000
Substitutes	\$1,320
Conference Fees	\$620
Materials	\$60

Activity #1: Allocation = \$500

\$240 for two substitutes and \$260 for two registrations for two teachers to attend a Ruby Payne Workshop

Expected Outcome:

Teachers will identify methods to design culturally relevant learning opportunities for students. Upon return, they will provide a workshop for their peers to share strategies learned.

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 = \$720

\$720 for six substitutes for six teachers to collaborate for a day.

Expected Outcome:

The teachers will develop a mentoring system for disenfranchised students. The program will be implemented beginning in January 2016.

Evaluation:

A draft of the proposed mentoring program will be created and shared with the principal's advisory council in the fall of 2015.

Activity #3: Allocation = \$780

\$360 for three substitutes to attend a literacy training, \$360 for three registrations to the workshop, and \$60 to purchase the text required for participation.


Expected Outcome:


The teachers will be better equipped to support the diverse needs of learners in the general education setting in the area of literacy.

Evaluation:

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

End-of year evaluation to be completed and submitted to the Assistant Superintendent of Curriculum and Instruction by May 1:

 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 (includes carryover)
Avery	517	2000
Bristol*	447	3923
Clark*	333	5050
Ed. Rd.*	378	3806
Hudson*	222	3626
Steger/CS	465	4000
Hixson	684	4000
High School*	1265	15785
Building Subtotal	4311	42190
School District (Non-Building Specific)	4311	148683
Public Total	4311	190873

Nonpublic

Building	Enrollment	Allocation (includes carryover from)
Chr. Com. Luth*	204	8296.68
Holy Redeemer*	213	9360
Mary Queen*	436	16034
Miriam	91	2417
Nerinx Hall H.S.*	594	18196
Holy Cross Acd*	422	19842
Waldorf School	74	1731

Building Subtotal	2034	75877
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Non-Public Total	2034	75877
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Title II Total (Public + Non-Public)	6340**	266750***
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Per Student Amount

(2014-15) = \$23.13 / pupil
 (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) = \$19.00 / pupil

(2007-08) = \$14.06 / pupil)
(2006-07) = \$13.45 / pupil)

*Includes carryover from 2013-2014

** Title IIA Allocation Details determine enrollment

*** Adjusted allocation in April, 2013 by DESE = \$256,769