

# Title I.A LEA Plan

**Implementation Year(s): 2016-17**

## **NORTH SIDE COMMUNITY SCHOOL (115913)**

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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.

North Side Community School supports our privately funded preschool program with Title1 funding. This support includes providing instructional resources, transportation to and from school, Kindergarten readiness and preparation as well as smooth transition into the school's elementary program. As a School-wide pool, Title 1 is used to fund many subgroups including preschool, Tier 2 and 3 students, and support of special education programs. As a low-income populated school, North Side teachers and staff believe in building relationships with our students, hence we created reduced class sizes with a class ratio of 1:15. This low class size makes it possible for our teachers and students to work well together and for the teachers to manage better, reaching each child where they are by targeting and monitoring student's learning. WE also provide our students with extended school day that serves grades 2-5, extending teaching and learning for over one hundred and seventy additional hours (170/hrs) throughout the school year . At North Side each grade level is assigned a well trained TA that provides individualized instructions to tiers 2 and 3 students to catch them up with the skills that they missed or struggling with through out the school year.

Title1 funding will also be used for new enrollment screening to determine student placements per grade level at the beginning of each school year. We will use students' termly academic data to evaluate the effectiveness of all integrated services delivered to our students through the Title 1 funding.

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.

NSCS currently does not have migratory students. Our enrollment packets have questions that identify students and their families that have eligible migratory or former migratory status. NSCS home visit program is geared to identify migratory students and their families. Finally, NSCS issues HOME LANGUAGE SURVEY during the first month of school to all our families in the effort to identify migratory students and classify for services as needed.

3.

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

- Targeted Assistance
- Schoolwide Program

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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.

NSCS uses and will continue to use Title 1.A funds to support student success by school-wide class-size reduction, hiring teacher assistants or individualized academic intervention for all struggling students and for fostering our extended school day program throughout the school year. To increase and improve instruction, all staff professional development in two priority areas of: (a) Data-driven Instructional approach to drive up student performance by using grade level TAs to intervene and progress monitor tier 2 and 3 students schoolwide, and (b) Ongoing Instructional coaching modeling in the areas of Writing, ELA, and Math to all staff members in the effort to building strong whole class and small group instructions to all students. (c)To provide excellent professional development and support to our teachers as we build teacher subject mater mastery and capacity to improve instruction based on student needs. Title 1 funding will be used to acquire supporting resources for students and teachers in the aforementioned areas, to provide more practice and rigor for our students throughout the year. Furthermore, the Teacher assistants will be trained on best practices for small group instruction in guided reading, leveled reading, progress monitoring, writing and mathematics. All grade levels will use NWEA three times a year to assess student growth, form student intervention and instructional groups. teachers and TAs will teach and reteach students for mastery. Six-week intervals of Progress monitoring will keep the groups fluid and exciting for students as they grow their skills

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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:

At North Side Community School, we use variety of strategies such as core, core and more and core more and more, progress monitoring, gradual release and mindful training to provide instructions for at risk students. During regular school days students are modeled to in a close proximity during direct instruction by the classroom teacher and TA push-ins. Teacher Assistants (TAs) will focus on the struggling students for one-one coaching, reteaching and modeling of the contents taught. Extended day learning (longer school days) is provided to all NSCS students in grades 2-5 to provide them with more instructional practice on the daily lessons. These individualized attention to our students will make them very successful.

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

NSCS has thirty (31.5) classroom teachers, (1) assistant principal, (1) Principal and (1) Early Childhood Director . NSCS operates as a Schoolwide Pool. This school employs supplemental staff (3 FTE and 4 PTE) that work with students during the regular day. NSCS also has extended day (1hour) per day, Monday through Thursdays for grades 2 to 5 students, staffed by both classroom teachers and TAs. Furthermore, all qualified and placed special education are serviced by highly qualified special education teachers and providers.

Number of paraprofessionals

North Side Community School employed (2) school secretaries, (4) bus drivers and (2) Kitchen/cafeteria workers.

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:

The following are the Professional Development activities planned for the new school year and ongoing:

1. Leveled/Guided Reading Strategies PD: All teachers Prekg-5th grades to start August 2016
2. Lucy Caulkins Writing PD: All teachers PreKg -5th grades started August 2015 and is ongoing
3. MySci (Teaching of elementary science; Science PD) for Kg-5th grades : Started August 2015 and is ongoing
4. NSCS Priority Focus Areas 1 & 2 by Focus and Result for all classroom teachers, school principal: March 2013 thru July 2014
5. Math in Focus Training for all classroom teachers June and August 2015 and 2016
6. . Mimio software and hardware training Sept. 2013, 2014, 2015 and 2016 and on demand.

Other:

- 7 . Use of data in the classroom training April 2015 and is ongoing
8. CoachEd training that looks on teacher practice and effectiveness: April 2015 and is ongoing
9. Gateway Writing Project for teachers: Teachers grades 3 to 5.

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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

1. Lucy Caulkin's Writing Training, focused on Writing practices for all students with all genre' exposure: August 2016- Ongoing  
2. Focus on Results' training for Instructional Leadership Teams and Coaching. March 2013 through July 2014.  
3. Use of data in the classroom training for teachers teams in grades Kg thru 2nd: April 2015 and is ongoing  
4. CoachEd training that looks at teacher practice in Kg. thru 2nd grades and effectiveness: April 2015 and is ongoing  
5. Gateway Writing Project: Teachers grades 3-5

- Schoolwide Positive Behavior Support. Date of implementation

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

Teachers will use Data-driven instructional strategies to monitor students progress and to reteach as needed to improve student learning.  
Book Read is (the Daily 5) by Gail Bouhey & Joan Moser "the sisters" May 2013 to June 2014: This is a book read aimed at teachers learning best practices and strategies for fostering literacy independence in the elementary grades.

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

Special Education academic IEP and Speech and Language Pathology Intervention throughout the school years as required by individual students's placement.

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7. Indicate how the district will extend student learning time (if applicable):

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

Extended school day: students grades 2-5 will stay in school and participate in academic learning until 5:00pm, Mondays through Thursdays.

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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:

Teacher made tests, Study Island online practice assessment, OTT and CDT online assessment practices in grades 3-5th introduced school-wide.

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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:

Teacher made tests, Study Island online practice assessment, OTT and CDT online assessment practices in grades 3-5th introduced school-wide.

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

Reading A-Z Assessment, Reading Running Records.

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

NWEA and Missouri Assessment Program: (MAP) Spring Grade level Assessments,

- 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

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11.

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

Yes. If yes, answer 11b and 11c

No

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b.) Research-based Preschool curriculum chosen:

Project Construct

High/Scope

Creative Curriculum

Early Language and Literacy Curriculum

Other. Must be able to document research:

Preschool program use the above curricula for instructions and assessments of our 4 year preschool students to get them ready for entry into our kindergarten program the next school year.

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

Preschool program use the above curricula for instructions and assessments of our 4 year preschool students to get them ready for entry into our kindergarten program the next school year. Title 1 fund are used for enrollment and transition of our preschool students into our Kindergarten program.

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

NSCS has a young PTO group that supports the school by supporting student activities and by attending planned PTO activities, twice a year. The PTO group also support classroom activities including field trips and classroom parties. As a school, we are working hard to improve a strong PTO body to strengthen educational activities at home especially for our "grandparent caregivers".