

Liberty Union-Thurston Local School District



Description of Federal Funds Programming

Last Revision Date: *September 2020*

Overview Title IV-A & EOEC

Liberty Union-Thurston Local School District receives Title IV-A and Expanding Opportunities for Each Child funding (approximately \$17,000 and \$4600 respectively in 2020) which is allocated to the elementary school for instructional materials and supplies to provide *Student Support and Academic Enrichment* in the area of STEM education. This aligns with the District Goal of providing well rounded educational opportunities for students.

The position of librarian was repurposed for this school year so that a Gifted Intervention Specialist (GIS) would lead the library and provide professional support to teachers while using technology to enhance current and relevant instructional best practices.

The elementary school library is being transformed into an Information Center for student learning opportunities in Project Based Learning, Gifted Enrichment, Creative Thinking, and Blended Learning. The teachers design learning opportunities for students that are based in literacy, but are cross curricular and include utilizing the District Land Lab and current district Makerspace.

The GIS will provide push in and pull out enrichment services supporting Math and Literary concepts as well as critical thinking and problem-solving skills to identified students. The teacher will support K-4 teachers with enrichment resources for their classrooms by creating transdisciplinary units of inquiry in grades K-4.

The teacher will work with the District Gifted Coordinator to develop and coordinate the process to identify gifted and talented students, including review of student data and testing of students. The teacher will monitor student's progress, keep appropriate records, and prepare reports (i.e. Written Education Plans) on a regular basis.

The library space will be transformed into a creative thinking Makerspace for STEM education and supplies will be purchased for creation of mobile STEM carts for each grade level in the elementary school.

There is a direct connection of providing a well-rounded education with the Liberty Union-Thurston District Mission, Vision, Core Values:

Vision: *Preparing every student to be successful in the 21st century*

Mission: *Empowering all students to maximize their talents.*

Core Values: *Collaborative Leadership and Responsible Citizenship*

Overview Title I-A

Per the US Department of Education website, *Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.*

Liberty Union-Thurston Local School District receives Title I funding which is allocated to the elementary school. Since 2018, Liberty Union Elementary School has been designated a *Schoolwide* Title 1 program. This means that the school can use Title 1 funds to support all students, not just a targeted group. Funds are allocated to support students that are identified as being at-risk of not meeting academic standards, specifically in reading.

Using the Consolidated ESEA Grants Self-Survey as a guide, this document outlines the various components of Liberty Union-Thurston School District Title I programming, including those listed below. Notations for the Self-Survey question numbers are provided.

- School Building Eligibility and Fund Allocation
- Multi-criterion Identification Process
- Explanation of Programming for Additional Educational Assistance
- Parents Right to Know
- Ensuring Highly Qualified/Properly Licensed Teachers and Paraprofessionals
- Professional Development
- Collaboration for Goal Setting, Plan for Professional Development, and Fund Allocation
- District Plan Development and Duration
- High Quality Student Academic Assessments
- Coordination of Services
- Homeless Children
- Transition
- Parental Involvement
- Non-Applicable
 - Due to the nature of the Liberty Union-Thurston Schools Title I programming and student population, not all requirements of Title I legislation is applicable. The final section of this document outlines these items with a description.
- Appendix Table of Contents

School Building Eligibility and Fund Allocation

School building eligibility is documented using Free and Reduced Price Meal Application forms. A letter accompanies the application explaining how to complete the application and answers to frequently asked questions (Self Survey Question 1, Section 1113(a)).

Funds are allocated to Liberty Union Elementary School only. The elementary school population of low income students is currently 30.80% (in 2018, it was at 40% for Schoolwide designation). Previously Title funds were also allocated to the middle school as it was on *Watch* status in the 2015-2016 school year. That allocation is no longer allotted as the Watch status

has ceased. An internal budget tracking sheet is maintained (Self Survey Question 2, Section 1113(c)(1)). The District also participates in a third party independent financial audit performed by Julian and Grube of Westerville, Ohio (<http://www.jginc.biz/>).

Because Title I funds and programming are limited to the elementary school building, the *District Plan* and *School Plan* were one in the same. The plan is created based off of the Data Decision Framework, that includes student achievement data, an internal examination of our district technology needs using the Future Ready needs assessment, and a third party Instructional Audit conducted by AdvantaCORE. Also, when the Elementary School was first designated as Schoolwide, several District Leadership Team meetings were held to plan for allocation of funds (Self Survey Question 1, Section 1114 34 CFR 200.26 (c)). All plans are entered into the state provided Comprehensive Continuous Improvement Plan (CCIP) online system.

Multi-criterion Identification Process

Because in previous years, not every student in the Liberty-Union Thurston School District was eligible to benefit from Title I services (Targeted Assist), the schools utilized a rank order multi-criterion process for identifying those students most at-risk of not meeting educational standards. After initial assessments are completed, teachers, in consultation with others such as counselors, principals, and directors, identify eligible students who are most in need of Title I services. Now that Liberty Union Elementary is a Schoolwide building, this process is now used to strategically group students for services.

In the elementary school students are grouped by:

- Kindergarten – KRA scores and iReady Diagnostic scores
- First Grade – Benchmark, Observation Survey, Slosson Oral Reading Test, iReady Diagnostic scores
- Second Grade – Benchmark and iReady Diagnostic scores
- Third Grade – Benchmark and iReady Diagnostic scores
- Fourth Grade - Benchmark and iReady Diagnostic scores

Explanation of Programming for Additional Educational Assistance

Liberty Union-Thurston Schools offer a variety of options for interventions and supplemental instructional services for students. The programs include:

- Wilson Reading: Foundations Double Dose
- Fountas & Pinnell Leveled Literacy Instruction
- iReady Reading Group
- Heggerty Oral Language Activities

These programs are intended to help participating students meet the state academic standards in reading. The programs are research based; Leveled Literacy Instruction (LLI) and Wilson Reading are both noted in the Level 1 Evidence Level in the Ohio's Evidence Based Clearinghouse. Both are present in the What Works Clearinghouse as well. iReady is a product

from Curriculum Associates and is on the 2020-2021 List of Approved Assessments from the Ohio Department of Education for:

1. Comparable Assessments to Ohio's Diagnostic Assessments for the Third Grade Reading Guarantee
2. Alternative Standardized Assessment for Third Grade Reading
3. Teacher and Principal Evaluation: Qualifications for Student Assessments to be used by Ohio Districts for a Portion of Teachers' and Principals' Evaluations
4. Identification and Prescreening Instruments for Students Who Are Gifted

Parents Right to Know

Annually parents of students at Liberty Union Elementary are notified with a letter (Self Survey Question 1, Section 1112(e)(1)(A)). This letter includes information on:

- Parents' right to request information regarding the professional qualifications of the student's classroom teacher
- Any teacher or paraprofessional who does not meet state qualifications and licensing criteria

Parents are also notified of student's the level of achievement of the student in each of the state's academic assessments. This notification also informs parents that they can request policies regarding student participation on state mandated assessments. (Self-Survey Question 3, Section 1112(e)(2)(A)(B)(C)).

- State Assessments
- RIMP
- Benchmark Report
- iReady Reports

Ensuring Highly Qualified/Properly Licensed Teachers and Paraprofessionals

Although the terminology has been changed from *Highly Qualified* to *Properly Licensed*, Liberty Union-Thurston School District follow the same process to ensure that all teachers and paraprofessionals, upon hiring, meet the requirements set forth by the Ohio Department of Education for Quality Standards for Teachers and Paraprofessional (Self Survey Question 1, Section 1112(c)(6) Processes that ensure this include:

- Properly licensed status and criteria are requested on initial employment application
- Internal tracking document utilized by administrators to confirm status
- Properly licensed documentation requested at initial interview
- ODE provided forms utilized annually by school principals

Liberty Union-Thurston has 100% properly licensed teachers and paraprofessionals. However, if a circumstances arises where a student would be assigned to be taught by a teacher who is not properly licensed then the Liberty-Union Thurston District would provide notification to parents via letter (Self Survey Question 2, Section 1112(e)(1)(B)(ii)).

Professional Development

All federal funds (Title I, Title IV-A, and IDEA [not addressed in this overview]) are examined and coordinated together by the Administrative Team at Liberty Union-Thurston. In the CCIP Planning Tool and in Fiscal/Budget reports, the district describes how title funds will be utilized to carry out activities that align with:

- State Academic Content Standards and Curricula and Programs Tied to the Standards
 - Example: Curriculum Alignment Mapping
- Eliminating the Achievement Gap
 - Example: iReady Diagnostic Reports for Intervention
- Professional Development for Teachers and Principals
 - Example: National Reading Recovery Conference

Collaboration for Goal Setting, Plan for Professional Development, and Fund Allocation

The Curriculum Director of Liberty Union-Thurston Schools is tasked with leading the development of the District CCIP goals, strategies, and action steps. Principals, teachers, parents, are included in the creation of the goals for Title I and IV-A funding that include:

1. Proficiency in Reading/English Language Arts
2. Proficiency in Math
3. Local Equitable Access
4. School Climate, Culture, and Mental Health
5. Well Rounded Education

In the spring of each year, data is examined and a needs assessment completed. Using this collected information, school personnel create building level goals throughout the summer and plans for implementation begin early in the fall of the school year. District and school level improvement is a continuous cycle that does not “begin or end” but simply adjusts based on the data collected. Based on the most recent needs, programming is adjusted, funds are allocated to areas of need, and staff are trained in effective implementation. Training could include, but is not limited to, effective instructional practices, strategies to improve student achievement, integration of technology, student learning styles, use of the state academic standards, assessment techniques, classroom management, Internet safety, data driven instruction, or content area knowledge.

An example of how federal funding is synchronized is in the area of profession development. Reading Intervention teachers are teamed up with General Education classroom teachers and are provided funding to attend the National Reading Recovery Literacy conference. Also, upon completion of all professional development, teachers complete a “Summary Sheet” that asks them to link the professional development experience to the Districts established CCIP goals.

District Plan Development and Duration

The Liberty Union-Thurston Schools Curriculum Director develops the District Plan in coordination with teachers, principals, administrators, and parents. The following meetings/events are used as touch points both during development and duration of the District CCIP (Self Survey Question 1, Section 1116(a)(2))

- Instructional Leaders Meetings (Principals and Administrators)
- Academic Advisory Council Meetings (Teachers and Parents and Alumni)
- Curriculum Committee Meetings (Administrators and Teachers)
- Administrator Retreat (Principals and Administrators)
- Convocation (All Staff)
- Parent Teacher Conferences (Parents)
- Flex Time Meetings (Parents, Teachers, Principals, and Administrators)
- School Board Curriculum Committee (Board Members and Administrators)

High Quality Student Academic Assessments

Other than required state assessments, a variety of high quality student academic assessments are provided to students on a consistent and regular basis. These assessments include:

- National Assessment of Educational Progress (when selected)
- Fountas and Pinnell Benchmark Assessments
- Wilson Reading Foundations Unit Tests
- Curriculum specific pre and post tests
- iReady Diagnostic Assessment Reading
- iReady Diagnostic Assessment Math

These assessments are used to check progress on meeting academic achievement standards; assist in diagnosis, teaching, and learning; determine revisions needed; and identify students who may be at risk.

Evidence to ensure that Liberty Union-Thurston Schools participate in National Assessment of Educational Progress is provided by NAEP in the form of a certificate.

Coordination of Services

Through partnerships with the Fairfield County Education Service Center, Liberty Union-Thurston Local School District integrates educational services through units located at various local county schools. Examples of services included are pre-school, Emotionally Disturbed units, and Multi-Handicapped units. This partnership allows Liberty Union to meet the varied needs of students. This coordination of services also assists Homeless and Foster Care students with access to resources and transportation. An MOU is maintained outlining this arrangement (Self Survey Question 1, Section 772(g)(7)(A)(B), 722(g)(3)(i,ii,iii,iv).

We also have partnerships with local services, such as Ministerial Advisory Committee, Wellness Committee, and SCALE Committee allows for programming related to violence prevention, nutrition, housing programs, Head Start, adult education, and vocation education.

Homeless and Foster Care Children

Annually, staff members are provided McKinney-Vento Homeless Assistance Act Training through Public School Works. The Homeless Liaison has been trained Homeless Policy (Self Survey Question 2, Section 722(g)(6)(A)(v). Students at Liberty Union-Thurston Schools receive the following services Self Survey Question 5, Section 772(g)(6)(A)(iii), 722(g)(2)(5)(A)(B):

1. Guidance from Homeless Liaison, Administration, and Guidance Counselors
2. Connection to Fairfield County Job and Family Services
3. Connections to New Horizons Mental Health Services

Notice of these services are posted in all school offices (Self Survey Question 3, Section 722(g)(6)(A)(v)).

Transportation for Homeless and Foster care students who need transportation are covered with an MOU between Liberty Union-Thurston School District and all seven other Fairfield County schools (Self Survey Question 4, Section 772(g)(1)(J)(I, III) and Self Survey Question 1, Section 1112 (c)(5)(A-B).

Transition

The Liberty Union-Thurston Local School District understands the delicate nature of students transitioning from preschool to elementary. Some of the services and communication offered to assist with the transition include:

- General information sheets sent from Head Start to district families
- Student Information Sheets brought to Liberty Union Elementary from the local preschools
- Transition meetings with preschool staff and district kindergarten teachers
- Teacher taught workshops about early literacy

Parent Involvement

The Liberty Union-Thurston School Board has two approved policies specific to Parental Involvement; one is a general description of parental involvement in education while the second is specific to Title I programs (Self Survey Question 1, Section 1116(a)(2). There is also an established Parent Engagement Plan (Self Survey Question 2, Section 1116(b)(1). The Board policies and Parent Engagement Plan are available on the district website at <http://www.libertyunion.org/FederalPrograms.aspx>.

Additionally, the District hosts an Annual Family Literacy Night and several parent meetings to increase parent involvement and provide information and examples of literacy

services. Annually, parent training is also available on a multitude of topics related to instructional reading support at home. Many of the Parent Involvement opportunities are related to school culture and implemented in the elementary school, which is another example of a coordination of services across different Federal Funds (Self Survey Question 3, Section 1116(c)(1))

Furthermore, each year Liberty Union-Thurston asks that all responsible parties to the student's education, students, parents, teachers, and staff, commit to the School-Parent Compact (Self Survey Question 5, Section 1116(d)).

All of these activities are planned with the involvement and assistance of parents. Training opportunities, community leadership activities, and literacy-based events are all planned in coordination with, and from feedback from, parents as outlined in the Parent Involvement Plan (Self Survey Question 4 and 6, Section 1116(c)(3) and 1116(e)).

Non-Applicable

- Self-Survey Question 4, Section 1112(e)(3)(A)(B)(C)(D)(4) - Liberty Union-Thurston Schools does not have Limited English Proficient (LEP) Title I programming.
- Section 1117 - All survey questions relating to Nonpublic School Service are non-applicable to Liberty Union-Thurston Schools.
- Section 2103 and 2301 - All survey questions relating to Title 2A are non-applicable to Liberty Union-Thurston Schools.
- Section 8501 - All survey questions relating to Participation by Private School Children and Teachers are non-applicable to Liberty Union-Thurston Schools.

All Evidence Related to This Self-Assessment is Uploaded to the ODE via the Compliance Application