

Title I.A LEA Plan

Implementation Year(s): 2013-14 - 2015-16

Hawthorn Leadership for Girls (115925)

Team Members:	Robyn Wiens	Principal	rwiens@hawthornschool.org	[REDACTED]
	Mary Stillman	Executive Director	mstillman@hawthornschool.org	314-361-6323
	(to be hired)	Instructional Support Specialist		
	Julie Hercules	Dean of Student Life and Community Affairs		
	Kaleigh Lawrence (starting July 2015)	Social Worker		
	Christy Auston	Teacher		
	Joelle McIntosh	Parent		
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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.

Upon enrollment, a request to the student's prior school/district will occur including any current documentation of special education diagnosis and individualized education plans.

All students will undergo testing to determine proper academic placement at the beginning of the school year. Hawthorn will analyze students' cumulative records, interview parents and guardians, and connect with previous service providers as needed to gain a more complete understanding of the students' strengths and weaknesses. Hawthorn's enrollment forms include a survey of special needs, medical history, home language, and homeless/migratory status. Students deemed homeless according to the McKinney-Vento Act shall be immediately enrolled and receive all education services provided to other students. Student data such as attendance, behavior, testing, and services received will be documented in our student information system to ensure services are not being duplicated and to reduce fragmentation of the instructional program.

Hawthorn will ensure meetings are documented and teachers who are involved with supplemental services receive collaboration time to continuously monitor the program's effectiveness, identify overlapping services, and provide comprehensive instructional programs. Hawthorn will use Title 1, Special Education, state, and local funds to support student services.

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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.

Hawthorn has established procedures to identify migratory students upon enrollment. Hawthorn has processes to provide Title I.A. services to students who are migratory or were formerly migratory and meet the same eligibility criteria as any other student in the same grade levels receiving supplementary Title 1.A. services. The school has designated a staff member to serve as the homeless and migrant student coordinator.

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.

Hawthorn has selected the NWEA assessment to monitor academic growth of identified students. NWEA data will be used to determine students' specific academic needs and inform flexible small group instruction. Highly qualified teachers will provide differentiated, supplemental instruction for eligible students. Parent, student, and staff surveys will also drive decision-making related to supplemental supports for all eligible students.

Title 1 funds will be used to provide staff with training and materials to support struggling readers. Funds will go toward providing students with leveled texts in order to reach a wide range of reading levels and increase access to core content for struggling readers. All teachers responsible for teaching communication arts standards will receive professional development from the American Reading Company in order to learn how to assess students' independent reading levels, monitor students' reading growth over time, and to determine which instructional reading strategies will best advance students' reading abilities. In addition, all teachers will receive training in reading strategies that can be used school-wide and in all disciplines. This professional development will be available to all staff. Training, technology-based interventions, and reading support materials will be available to after-school tutoring staff as well.

Along with the training to support struggling readers, teachers will receive professional development for differentiating instruction for students with special needs and English language learners. Building teachers' cultural competency in the classroom is also part of Hawthorn's professional development plan.

Hawthorn will also provide supplemental mathematics support for all eligible students. Supplemental math support will include flexible, small group instruction for students who, based on NWEA data, are struggling to reach grade level expectations. Title 1.A. funds will support an Instructional Support Specialist with a focus on mathematics. The specialist will provide push-in and pull-out instruction for identified students and develop the after school math tutoring 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:

Instructional Support Specialist focused on math instruction and student body's math performance; after school tutoring staff two days each week

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

1 instructional support specialist teacher

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:

3 weeks of summer professional development for all staff (July 2015), ongoing professional development for all staff (2 times per month on early release days, at least 4 full day in-service days throughout the year). In 2015-2016, all staff will be teaching 6th and 7th grade students. Professional development will focus on data-driven instruction (using standardized test data and classroom-based assessment data to inform lesson planning), literacy instruction across content areas, assessing students' independent reading levels, and cultural competency.

- Other:

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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

Starting July 2015 and ongoing throughout the school year.

- Schoolwide Positive Behavior Support. Date of implementation

Starting July 2015 and ongoing throughout the school year.

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

As PLCs, teaching teams will convene on a regular schedule to analyze student data. Data sources include classroom based assessments, student work from project-based performance tasks, and NWEA results. After analyzing data, teams will determine students in need of additional support. Supports include but are not limited to pull out, push in, after school, or technology-based instruction.

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

Flexible data-driven small group instruction in math classes

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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:

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:

Independent Reading Level Assessment (IRLA), Accelerated Reader

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:

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)

Identify

- Standardized Testing (Grade 3-12)

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):

n/a

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

Hawthorn will ask parents and guardians to familiarize themselves with the responsibilities and expectations as outlined in the Family and Student Commitment Forms. Parents are required to sign and return the commitment form.

Hawthorn will organize a parent advisory group in which parents may participate in planning aspects of the school's programs and help improve the quality of school services. Participation in the following opportunities and programs will also be encouraged for parents: in-take conferences between the student, her family, and the principal or student's advisor, back-to-school information sessions, parent/teacher conferences, annual parent meetings, parent education seminars, and ongoing communication.

Hawthorn's student information system will allow the organization to track academic, extracurricular, and disciplinary issues and communicate that information with parents through a parent/student online portal. Parents will be notified of their rights through documentation in the family handbook and reviewed during back-to-school information sessions. If the student's home language is not English, Hawthorn staff will conduct an interview with the student and parent, with interpreters provided to ensure clear communication. Based on the identified communication needs, Hawthorn will provide documents in the family's home language.

Last Submitted Date: 05/18/2015
Approved Date: 04/24/2015

Submitted by: Wiens, Robyn
Approved By: CASH, DONNA