

Arlington School District No. 16
"We provide the means to accomplish dreams"

Supportive Information Sheet

**Subject: TITLE I PART A IMPROVING BASIC PROGRAMS
GRANT**

Action

Page(s): _____ Thirteen (13), including cover _____

Submitted by: _____ Diane Kirchner-Scott,
Executive Director of Teaching & Learning _____

Date: _____ October 27, 2008 _____

Background Information:

This is an annual application for federal funds for remedial students.

Our district has 2.3 full-time teachers serving students in Title I schools and 39 hours of classified support to help serve under-performing students in reading.

Administrative Consideration:

The Title I allocation for this year is \$456,411.

Federal grants are accessed and processed on-line through the iGrants system developed by OSPI.

Program delivery has been developed at each school based upon their school improvement plan.

Superintendent's Recommendation:

That the Board approves the application for Title I funds for the 2008-09 school year.

201 Title I Part A Improving Basic Programs
Fiscal Year: 08-09
Milestone: Final Approval Issued (Printed 10/15/2008)

District: Arlington School District
Organization Code: 31016
ESD: Northwest Educational Service District 189

Request Substantially Approvable Status (SAS) Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the later of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! In order to incur any costs associated with this program as of July 1, the district must first request (email link below) Substantially Approvable Status (SAS). Next, OSPI will review the request and communicate to the district an approved or unapproved response. The application must be completed and approved prior to the release of funds.

District Chooses To Request Substantially Approvable Status (SAS):	Yes
---------------------------------------------------------------------------	-----

Action: If, No is selected, (in drop down menu above), Mark This Page Not Applicable

Action: If, Yes is selected, (in drop down menu above), complete the application pages listed below then press the **Mark Completed** icon.

- 1. Page 1 Assurances
- 2. Page 2 Program Plan
- 3. Budget

Action: Email Request To Choose SAS: Title I Program Office

All Districts Regardless of Option Chosen
DO NOT REQUEST FORM PACKAGE APPROVAL AT THIS TIME!
Please wait for final allocation amounts to be uploaded. The amounts will be announced to the field.

Page 1

Assurance Page

Title I Assurances

These assurances must be: **PRINTED, SIGNED, AND SENT TO:**

Title I
Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Each Local Education Agency (LEA) plan shall provide assurance the LEA will:

- 1. Inform eligible schools and parents of schoolwide program authority to consolidate funds from federal, state, and local sources;
- 2. Provide technical assistance and support to schools as they develop schoolwide building plans (section 1114) and assist schools as they implement plans and activities (section 1115) so each school makes adequate

- yearly progress toward meeting the state student academic achievement standards;
- 3. Fulfill responsibilities consistent with section 1116 for school improvement, including taking appropriate action, (1116(b) paragraph 7 & 8);
- 4. Provide services for eligible children attending private elementary and secondary schools in accordance with section 1120, including timely and meaningful consultation with private school officials regarding such services;
- 5. Review model programs for educationally disadvantaged children, and review the findings of relevant scientifically-based research on students in the earliest grades which indicate services may be most effective if Title I funds are focused on students in the earlier grades;
- 6. If applicable, ensure early childhood development services for low-income children below the age of compulsory school attendance complies with the performance standards under 641A(a) of the Head Start Act;
- 7. Work in consultation with schools as they develop and implement their plans for parent involvement, (section 1118) and qualifications for teachers and paraprofessionals, (section 1119);
- 8. Comply with the requirements of section 1119 regarding qualifications for teachers and paraprofessionals;
- 9. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX;
- 10. As feasible, collaborate and coordinate with the SEA and other agencies with respect to a school in school improvement, corrective action, or restructuring under section 1116, academic assessment and LEA and school improvement.
- 11. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs or other effective strategies, that low-income and minority students are not taught at higher rates than other students, by unqualified, out-of-field or inexperienced teachers;
- 12. Use the results of student academic assessments required under section 1111(b)(3) and other measures available, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3) by 2013-2014.
- 13. Ensure the results from academic assessments required under section 1111(b)(3) will be provided to parents and teachers in a timely manner, and in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand; and
- 14. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8) (D).
- 15. Participate, if selected, in the State National Assessment of Educational Progress in fourth and eighth grade reading and mathematics as specified under section 1112 (b)(1)(F).
- 16. Ensure and verify that organizations and/or individuals receiving \$25,000 or more in Title I Part A funds for goods or services are not debarred or suspended from receiving federal funds.
- 17. Each Title I Part A building has a written parent involvement plan/policy.

Name of authorized representative:

Kristine McDuffy

Position of authorized representative:

Superintendent

Date:

7/9/08

Page 2

Title I, Part A, Program Plan

Under reauthorization of ESEA, NCLB, Section 1112, school district plan must be submitted to and approved by OSPI annually.

Please respond to each question. If not applicable, please indicate by typing NA in the text field provided.

Plan Provisions In order to assist low-achieving students meet the state's challenging academic achievement standards, each school district plan shall:

(Q. 1) Check how the school district will use Title I funds to provide additional (supplemental) academic assistance to students in meeting the state's essential academic learning requirements. [Sec. 1112 (b)(1)(B)(C)]

Check all that apply:

<input type="checkbox"/>	Extended Day
<input checked="" type="checkbox"/>	Pull Out
<input checked="" type="checkbox"/>	Additional In Class Support
<input type="checkbox"/>	Summer School
<input type="checkbox"/>	Tutoring
<input type="checkbox"/>	Other, define in text box below.

Describe Other:

(Q. 2) If applicable, describe how the school district will use Title I funds to support extended day programs, after school, before school, summer school, and/or school extension programs. [Sec. 1112 (b)(1)(Q)]

Not applicable

(Q. 3) List the high-quality student academic assessments used, in addition to the WASL, by the school district and schools served under Title I, Part A to determine the academic improvement of students. [Sec. 1112 (b)(1)(A)]

The Read Well Placement Test and the DIBELs are used for reading.

(Q. 4) Describe how teachers identify eligible children most in need of Title I, Part A services using multiple assessments and in consultation with parents, administrators, and pupil services personnel in targeted assistance schools (section 1115) [Sec. 1112 (b)(1)(H)].

Teachers identify eligible children most in need of Title I services using multiple assessments. In K and 1st grade the Read Well Placement test along with teacher recommendation is used and in 3rd-5th grade the DIBELS and WASL are used.

(Q. 5) List other state and federal programs with which Title I, Part A will coordinate in providing professional development for teachers, principals, and, if appropriate, other district staff and parents. [Sec. 1112 (b)(1)(D)]

STBIP, Title III, Title II, I-728 professional development and basic education professional development

(Q. 6) Describe how the school district will coordinate, integrate, and support services provided under Title I, Part A. with other educational services;

(A) Even Start, Head Start, Reading First, Early Reading First and other preschool programs including plans for **transition** from these programs to elementary school programs; [Sec. 1112 (b)(1)(E)(K)].

The school district will coordinate, integrate and support services provided under Title I with other education services. Early intervention is addressed through our birth-to-three program, preschool programs and APPLE. Transition between preschool programs to elementary programs is coordinated through our building principals and school psychologists using a variety of indicators (readiness, social/emotional, language).

(B) If applicable, describe how Title I funds will be used to support preschool programs. [Sec. 1112 (b)(1)(E)(K)]

Not applicable

(C) Services for children with limited English proficiency or disabilities, migratory children, neglected or delinquent youth, Indian children, and homeless and immigrant children. [Sec. 1112 (b)(1)(E)(K)]

School improvement plans continue to provide the focus for building services and they address students with limited

language proficiency and students with disabilities.

(Q. 7) Choose from the drop down menu, the poverty criteria that will be used to select school attendance areas under Section 1113. [Sec. 1112 (b)(1)(G)]

Free and Reduced Lunch Applications

(Q. 8) Describe educational services for neglected and delinquent children residing in local institutions and/or attending community day school programs. [Sec. 1112 (b)(1)(I)] [Facilities Link](#)

Not applicable

(Q. 9) Describe how the school district will ensure that migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive such services on the same basis as other children selected to receive Title I services, even if none are currently enrolled. [Sec. 1112 (b)(1)(J)]

Program coordination between Title I, Special Education and Homeless students is a focus in all Title I buildings to best meet the needs of the students eligible for services. Migratory children and formerly migratory children are given the same assessment as other Title I eligible children. WASL scores for appropriate grades, Read Well Placement Tests in Kindergarten & 1st grade and the DIBELS for 2nd-5th grades are all used for student selection.

(Q. 10) If applicable, describe the actions the school district will take to assist any schools not making adequate yearly progress regardless of whether they receive Title I, Part A funds. [Sec. 1112 (b)(1)(L)]

The district assists any school not making adequate yearly progress through assistance with data analysis, school improvement planning, financial assistance to support school improvement efforts and other technical assistance as needed.

(Q. 11) If applicable, describe the actions the school district will take to implement public school choice and supplemental educational services. [Sec. 1112 (b)(1)(M)]

Not applicable

(Q. 12)

(A) Describe the process the school district uses to ensure all district teachers and Title I paraprofessionals within the school district are highly qualified. [Sec. 1112 (b)(1)(N)]

All teachers and para professionals are offered the necessary training to become highly qualified. Classes are offered in the district, at our local ESD and through on-line training. All staff are screened at the district level to ensure highly qualified status.

(B) Quantify and list positions of any who do not meet highly qualified standards. [Sec. 1119]

None

(Q. 13) Describe the services the school district will provide to homeless children under Section 1113(c)(3)(A), even if none are currently enrolled. [Sec.1112 (b)(1)(O)]

We follow the McKinney-Vento Act by accepting all homeless students and providing them access to any program for which they are eligible. We are cooperating with area shelters, housing and other school districts to allow students to attend their school of origin.

(Q. 14)

District Parent Involvement Policy

Does the district have a district parent involvement policy that addresses Title I, Part A?	Yes
---------------------------------------------------------------------------------------------	-----

Describe the process the district used to develop the written parental involvement policy required by NCLB section

1118 (a) (2). It is useful to note the number of the board policy. Please note this is in addition to the Title I building parent policies.

The district meets annually with parent of Title I eligible students to review Title I programs, including a review of district policies and procedures that govern all remediation programs. Parents are vital participants in the development and annual review of our written Parent Involvement Policy #4130.

In the narrative, please address each required bullet below:

A Participants (including Title I parents.

Participants include:
 Remedial Reading TOSA
 Building principals
 District administrators
 Parents of Title I eligible students

B How the policy was distributed to parents.

The district parent involvement policy is distributed by each Title I building as a part of initiating services for eligible students. The policy is distributed in the native language of all ELL students eligible for Title I whenever possible.

C How the policy addresses.

- Coordination, technical assistance and support to plan and implement effective parent involvement activities to improve student academic achievement.

Coordination, technical assistance and support to plan and implement student academic achievement is provided jointly provided by collaboration between the principal and remedial teacher of Title I eligible buildings and the district office special programs director.

- Building of capacity for strong parental involvement, including identification of barriers to parental participation.

Strong parent involvement is a foundation of all school improvement planning as it is one of the nine effective strategies for school improvement. Both capacity for parent involvement as well as barriers to parent involvement are addressed in each Title I building. Examples are: promoting involvement of ELL students; attendance at bi-yearly conferences; volunteerism.

- Coordination and integration of parental involvement strategies with other programs (Head Start, Even Start, Reading First, etc.).

Whenever possible parent involvement strategies used in Title I are promoted and coordinated with other programs.

- Conduct annual evaluation of policy effectiveness

An annual review of the effectiveness of our parent involvement policy is held in each Title I eligible building and includes participation of parents of Title I eligible students.

(Q. 15)

Building Parent Involvement Policies

Each school (building) which receives Title I, Part A funds, is required to develop with and distribute to parents a building parent involvement plan/policy. This is in addition to the district parent involvement policy described above. [Sec. 1118 (b) (1)]

Does each school to which Title I, Part A funds have been allocated develop with and distribute to parents of students attending that school building a parent involvement policy?

Yes

(Q. 16)

Describe how the school district will build capacity for effective parental involvement under section 1118 [Sec. 1112 (b)(i)(p)]

- The district will build capacity for effective parental involvement by:
- including parents in an annual review of the district parent involvement policy
 - including parents on school improvement teams
 - coordinating and integrating Title 1 parent involvement with other parent involvement activities
 - assisting schools Title 1 schools with technical assistance in developing strong Title 1 parent involvement activities
 - involving parents by encouraging parent participation in their children's classrooms, volunteering and other school activities
 - translating school & district communications into parents' native language whenever possible

Additional Comments

Page 3

Allocation Amount: \$456,411

FINAL ALLOCATION AMOUNT UPLOADED

This district can now REQUEST FINAL OSPI APPROVAL

Make necessary adjustments to the application pages and the budget matrix. Remember, the total of the budget matrix must match the final amount listed in the budget calculator.

District Poverty Criteria

Free and Reduced Lunch Applications

Total District Enrollment Public and *Private Schools	Total Number Public Low Income	** Total Number Private Low Income	District Poverty Average
5,442	1,090	4	20.10%

* Include only students who attend private schools that have requested Title I-A services and the students reside in a Title I public school attendance area within the district.

**Students who attend private schools within the district and reside in Title I Part A attendance areas.

The 125% Rule

If the school district serves any schools below 35% poverty, the district must allocate at least 125% of the district's allocation per low-income child. Districts serving only schools at or above 35% poverty are not bound by the 125% rule.

The 125% rule calculation is based on the district's total entitlement, divided by the total number of low-income children in the district, (times 1.25). This amount is determined before set asides are taken out.

Total Entitlement	Total Number Public and Private Low Income	125% = Minimum PPE per low-income child
\$456,411	1,094	\$521

Set Asides
 Enter Whole Numbers Only! No Dollar Signs or Commas-Press Save Button To Calculate

Description of Set-Asides

(ES)= Indicates set-aside to which equitable services to private schools apply.

A. Required set asides

(A1) (ES)= Parent Involvement:
 (1% of district's allocation for districts receiving over \$500,000)

Parent Involvement
 \$2,000

Equals 95% of the 1% to buildings

\$1,900

Note: 95% of the 1% Must Be Allocated To Buildings:

Equals 5% of the 1% @ district

\$100

(A2) Homeless Children:
 Estimated amount needed for services to homeless students not attending Title I schools to provide educationally related support services to children in shelters and other locations where homeless children live. Homeless Definition

Homeless
 \$1,000

(A3) Neglected Children:
 Estimated amount needed for services to provide educationally related support services to children in local institutions for neglected students. Facilities Link

Neglected
 \$3,500

(A 4A) Private Schools:
 a. reserved for allocations for eligible students attending private schools within district. (Should approximate amount in Part 4, column 7).

\$2,000

(A 4B)
 b. reserved for allocations for eligible students attending private schools outside of district.

Total of Private Schools (A4A + A4B):

\$2,000

Total: Required Set Asides

\$6,600

B. Required Expenditures Only if the District has Schools Identified for Improvement.

B1 + B2 + B3 below may not exceed 20% of the district's allocation. If less than 20% is needed district must maintain supporting documentation.

(B1) Transportation for Public School Choice:
 Amount equal to 5% of the district's Title I allocation, if needed to satisfy the number of

(Enter 0 if the district does not have schools identified for school

parental requests. If funds other than Title I Part A are used enter amount here and complete B4 below.

improvement)

(B2) Supplemental Educational Services (SES):
Amount equal to 5% of the district's Title I allocation, if needed, to satisfy the number of parental requests. If funds other than Title I Part A are used enter amount here and complete B4 below.

(B3) Additional Amount:
For transportation for public school choice and/or for supplemental educational services as determined by district based on requests.

Note: The district may not use more than 20% of its Title I Part A allocation to fund transportation for public school choice and supplemental educational services combined. The district may use funds from other sources to meet the transportation for public school choice and/or supplemental educational services set-aside requirements for buildings identified for school improvement. Complete section B4.

SubTotal for Choice and SES:

\$0

(B4) List the funding sources other than Title I, Part A that are being used to meet transportation for public school choice and/or supplemental educational services set asides in box below. Enter amount in box to right.
Not Applicable

Total amount of Title I, Part A to be used for required minimum expenditures for school improvement:

\$0

**C. Required Expenditure:
Only if the District has been Identified for Improvement**

(Leave blank if the district has not been identified for improvement.)

Professional Development for Instructional Staff. (Not less than 10% of district allocation.) See note in Part 3 for individual schools.

Total Required Set-Asides:

\$6,600

D. Optional District Allowable Set-Asides

(D1) Administration:
of Public and Private School programs (includes Indirects)

\$12,431

(D2) (ES)= Summer School/Extended Day Programs / Other Instructional Programs

(D3) Preschool

(D4) (ES)= On-going Professional Development \$1,000

(D5) (ES)= Additional Parent Involvement Activities

(D6) Incentives and rewards: for teachers who serve in Title I funded schools identified for improvement, corrective action, or restructuring for the purpose of attracting and retaining qualified teachers (Up to 5% of district Title I Part A allocation).

(D7) Other: List Items

Subtotal Optional Set-Asides:	\$13,431
TOTAL ALL Set-Asides:	\$20,031
Total Allocation Less Set-Asides (Amount To Be Allocated To Public and Private School Buildings):	\$436,380
Less Equitable Share To Private Schools:	\$11
Amount Available To Public School Buildings:	\$436,369

E. Total district level set-asides to which equitable services for participating private schools apply. Use the amounts in the rows below to determine the equitable expenditures of district-level set-asides required to be spent for private school students, parents and teachers. (From (ES) amounts above.)

Note On Automated Calculated Amounts Below: Calculations are based on the following:

1. Equitable Share **divided by** Total Number Public and Private Low Income. **multiplied by** Number Private Low Inc.
2. Professional Development (ES A1 + D4) **divided by** Total number Public and Private Low Income. **multiplied by** number Private Low Income.
3. Parent Involvement (A2) **divided by** Total number Public and Private Low Income. **multiplied by** number Private Low Income.

Equitable Share of Set Asides	Total Number Public and Private Low Income	Amt To Private Students
\$3,000	1,094	\$11

Amounts from above equitable share to be used for **specific purposes listed below:**

Professional Devel. (D4)	Total Number Public and	Prof. Development For Private Schools
---------------------------------	--------------------------------	----------------------------------------------

	Private Low Income	
\$1,000	1,094	\$4
Parent Involvement (A1 + D5)	Total Number Public and Private Low Income	Parent Involvement For Private Schools
\$2,000	1,094	\$7

Schoolwide Programs

Schoolwide Programs (Total Enrollment of All Schoolwide Buildings)

Total Number of Schoolwide Buildings
In Planning Process

Elementary	
Middle	
High School	
Total	0

Students Served by Subject Targeted Assistance Buildings Only

Number of Title I Students Served in targeted assistance buildings.
(This number will always be equal to or less than the duplicated count below) 238

	Select Yes or No	Grade Level	Number Served
Reading	Yes	1-5	204
Math	No		
Language Arts	No		
Readiness	Yes	K	34
* Title I Other	No		

Total Served (Duplicated Count) Title I Students Can Be Served In Multiple Areas.

238

*Please describe "Title I Other" as indicated above:

Additional Comments:

Title I Target Selection (Public Schools Breakdown)

[Go To Bottom](#)

Attention!
Low Income Data (Bldg Enrl and Low Inc) must be completed for all buildings listed on this page.

District Avg Poverty: 20.10%	125% = Minimum PPE: \$521
---------------------------------	------------------------------

Building Name	Building Number	Grade Span	Bldg. Enrl	Bldg. Low Inc.	Pct. Low	Y/N Title I Elig.	Y/N Title I Served	Y/N SWP Prog. Svd.	Y/N Priv Sch	Basis	\$ Title I Bldg. Alloc.	Title I PPE	Y/N Under Sch Imp	10% Pro Dev In Sch Imp	Y/N LAP Served	Y/N Commt?
Eagle Creek Elementary	4327	K-6	530	174	32.83%	Yes	Yes	No	Yes	District Avg +	\$227,590	\$1,308	No		No	
Presidents Elementary	4154	PK-6	558	153	27.42%	Yes	Yes	No	Yes	District Avg +	\$176,069	\$1,151	No		No	
Kent Prairie Elementary	4436	K-6	544	144	26.47%	Yes	No	No	No		\$0	No		Yes		
Trafton Elementary	2152	K-5	135	32	23.70%	Yes	Yes	No	No	District Avg +	\$32,710	\$1,022	No		No	
Haller Middle School	5010	6-8	582	108	18.56%	No	No	No	No		\$0	No		Yes		
Post Middle School	3124	7-8	600	110	18.33%	No	No	No	No		\$0	No		Yes		
Arlington High School	2523	9-12	1,551	270	17.41%	No	No	No	No		\$0	No		Yes		
Weston High School	4287	9-12	121	20	16.53%	No	No	No	No		\$0	No		No		
Pioneer Elementary	4573	K-6	520	77	14.81%	No	No		No		\$0	No		Yes		
Stillaguamish School	1714	K-12	281		0.00%	No	No	No	No				No		No	Yes
Building Enroll Total:			5,422													
Title I Building Allocation Total:			\$436,369													
			Amt. To Bldgs Listed On Page 3:													
			\$436,369													

[Go To Top](#)

Title I Target Selection (Private Schools Breakdown)

Total of Column (8) Alloc. (should approximate the amount located on	Total of Column (9) ES (must match amount located on
---------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

Page 3 A 4A \$2,000

Page 3 Amt.To Priv. Students): \$11

		(3) Choose To Participate	(4) Consultation Date	(5) Title I Alloc By Pub Bidg	(6) Pub Sch Low Inc	(7) Priv Sch Low Inc	(8) Allocation for Private School Students	(9) ES Share of Set Asides	(10) Total Rsvd for Priv Sch	(11) Cmmt?
Building Name	Building Number									
Academy NW/Family Academy	8826	No							\$0	
Highlands Christian Schools	8931	Yes	3/18/2008	\$438,923	359	4	\$4,891	\$11	\$4,901	
Private School Low Income Total:					Total (Col6)	Total (Col7)	Total (Col8)	Total (Col9)	Total (Col10)	
					359	4	\$4,891	\$11	\$4,901	