

eGrant Management System

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Applicant: WHITESIDE SCHOOL DIST 115

Application: Title I District Plan - 00

Cycle: Original Application

Sponsor/District: WHITESIDE SCHOOL DIST 115

Date Generated: 7/25/2018 8:00:00 PM

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An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. [ESEA section 1112\(a\)\(1\)\(A\)](#)

Such stakeholders must include, but are not limited to, the following:

- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part

The box below reflects the response from the last approved FY18 Consultation response. It reflects the previous articulation of how the LEA consulted with the stakeholders identified above in the development of this plan. It also includes a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *

Re-display of the approved response from the FY18 Title I District Plan.

Stakeholder input was gathered to develop this plan as follows: Parents - PTC meeting, May 2, 2017. Provided input regarding priorities at each building. Items addressed included safety, ELA curriculum/materials, technology needs, programs to support/enhance core instruction, ie. art, music, field trips, special projects. School administrators - May 10, 2017. Discussed staffing priorities, core curriculum needs, and professional development. Teachers, paraprofessionals, other staff - surveys and discussions May 1-5, 2017, including building priorities, district priorities, professional development needs.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, 'see above', or n/a as this will delay the approval of your plan.

([count] of 1500 maximum characters used)

Stakeholder input was gathered to develop this plan as follows: Parents - PTC meeting, May 1, 2018. Provided input regarding priorities at each building. Items addressed included safety, ELA curriculum/materials, technology needs, programs to support/enhance core instruction, ie. art, music, field trips, special projects. School administrators - May 16, 2018. Discussed staffing priorities, core curriculum needs, and professional development. Teachers, paraprofessionals, other staff - surveys and discussions May 17-11, 2018, including building priorities, district priorities, professional development needs.

*Required field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

Re-display of the approved response from the FY18 Title I District Plan.

The District monitors student progress on State academic standards through a variety of measures. All students participate in schoolwide assessments for reading fluency, reading comprehension, math computation, and math concepts/applications three times per year. Student grades and effort (ie. homework completion, class participation, discipline) are reviewed by school teams. All students participate in ELA instruction including reading, reading comprehension, vocabulary and language development, spelling, and writing. All students will also participate in math instruction that includes computation skills and concepts/applications. The District's ELA and math curricula align with Common Core State Standards. Essential ELA and math skills are incorporated into all other curricular areas, as other disciplines are incorporated into reading and math instruction. Students also have regular access to the school libraries, art programs, and music programs which support student growth in all foundational skills. Students determined in need of remedial assistance are provided additional academic instruction and support based on individual needs. ELA remedial instruction and support includes intensive small group instruction in decoding, language development, reading comprehension, writing, math computation, and math concepts/applications through reading and math labs. Through these labs, students receive an additional 2-5 hours of instruction per week. Students who need support in organization, homework, discipline, and social skills participate in study labs and mentoring programs. The progress of students who participate in any of the remedial instruction and support programs is assessed every two weeks. All parents and students may monitor grades and discipline through access to our student data system. Students participating in remedial programs review their individual progress every two weeks with their program teacher.

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(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.*

Re-display of the approved response from the FY18 Title I District Plan.

The district reviews several measures to identify students at risk of failure. These include: Aimsweb fluency, Aimsweb reading comprehension, Aimsweb math computation, Aimsweb math concepts/applications, STAR reading, PARCC scores (if available), classroom work (ie. writing, language processing, vocabulary), homework completion, school attendance, and discipline. Students with scores below grade level in two or more of these areas are referred to school teams for a comprehensive review of all data. Students who are significantly below in any one area are also referred to the school data teams for review.

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(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*

Re-display of the approved response from the FY18 Title I District Plan.

Students determined in need of remedial assistance are provided additional academic instruction and support based on individual needs. ELA remedial instruction and support includes intensive small group instruction in decoding, language development, reading comprehension, writing, math computation, and math concepts/applications through reading and math labs. The reading and math labs are each staffed by a teacher and instructional aides to ensure students receive intense instruction on skills specific to their individual needs. Through these labs, students receive an additional 2-7 hours of instruction per week. Academic progress is assessed every two weeks. Students who need support in organization, homework, discipline, and social skills participate in study labs and mentoring programs. In the study labs, students are provided with direct supervision and assistance on homework, test preparation, and organizational skills. Lab staff review grades, behavior, and attendance individually with each student on a weekly basis. The progress of students who participate in any of the remedial instruction and support programs is assessed every two weeks. Mentoring programs meet weekly and include Boys Group, Girls Group, and individual mentors through the Big Brothers Big Sisters school mentoring program.

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(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.*

Re-display of the approved response from the FY18 Title I District Plan.

Additional strategies to strengthen academic programs include: a) School Libraries - Regular access for all students - scheduled times and open times. As part of Heartland Library System, students can access a multitude of reading materials in addition to the schools' holdings. In addition to choice reading materials, library activities also include story-telling and research.b) Computer labs and Chromebooks - Computer labs and Chromebooks provide opportunities for students to practice reading and math skills, take regular assessments, conduct research, and create presentations.c) Art class - Art classes for all students combine hands-on activities that enhance content area knowledge, fine motor skills, and appreciation of aesthetics.d) Monthly student book clubs - Students read a common book selected to address a current curricular or social student issue. Meetings are facilitated by ELA and social studies faculty.e) One School One Book - All elementary students/classrooms read the same book and participate in a variety of daily activities based on the day's reading passages. f) Family Reading Night and Read-A-Thon - Families gather to read and to listen to book readings. Read-a-Thon begins during the school day when all school students and staff have DEAR time after lunch until 6pm. Parents are invited to join in reading as they are available.g) Family Science and Math Nights - Elementary and middle school families work on science experiments and math activities together.h) Geography Fair - Middle School students research a given country and create a display including food, language, music, historical data, geographic data, unique items. Student docents provide additional information to student and parent Geography Fair guests.i) Character Education - Schoolwide character programs, utilizing PBIS strategies, and service projects teach students appropriate pro-social skills and create a positive learning climate.

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*Required Field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

2. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Re-display of the approved response from the FY18 Title I District Plan.

Student sections are created to ensure a heterogeneous grouping of students so that each teacher has a mix of low-income and minority students. The demographics of each classroom's enrollment are reviewed through our student data program so identify any sections that are out of balance.

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Student sections are created to ensure a heterogeneous grouping of students so that each teacher has a mix of low-income and minority students. The demographics of each classroom's enrollment are reviewed through our student data program so identify any sections that are out of balance.

3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d):*

[Section 1111\(d\)](#)

Re-display of the approved response from the FY18 Title I District Plan.

The District has one school per grade span. The larger portion of Title I funds are directed to the elementary school to ensure that children have requisite foundational skills in reading and math, with the goal of all third graders being sufficient readers by the end of the school year. Funds at the middle school are used to provide remedial services for students - often new to the district - who demonstrate an achievement gap. Middle School funds also assist students who need overall support with homework, attendance, and/or behavior. If any district school is identified as comprehensive or targeted, the District will work to improve academics through a variety of ways including curriculum review and changes, resources and services through the ROE, and professional development with focus on identified needs.

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4. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:*

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. * [Program Guidance](#)

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

[Excel Template](#)

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.*

Choose File

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note: file uploads can only be deleted prior to submission to ISBE.

50-082-1150-02 original.xlsx

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.

(D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.*

[Section 1114 and 1115](#)

Re-display of the approved response from the FY18 Title I District Plan.

Whiteside Elementary Schoolwide Program provides intensive remedial reading, writing, language, and math instruction through the school's Reading Lab and Math Lab. Students receive 2-5 hours of additional instruction per week based on need. All students also have enhanced learning opportunities for language arts and math through regular access to the school's library, computer labs, and art classes. The school provides a variety of programs to engage parents, such as Family Reading Night, Family Math and Science Night, and Family Camp Out. The school's character education program is lead by the students of the Character Council and provides pro-social skill lessons/class activities, as well as service projects. Whiteside Middle School has planned to move to schoolwide for the 2017-2018 school year. This flexibility will allow for students to be served in the reading lab, math lab, and study lab on an as needed basis in addition to students who are regularly scheduled. Labs are scheduled during the day as well as after school, with transportation provided for those who participate after school. Peer tutoring, Book Club, Book Buddies (older students reading with younger students) provide positive peer role models. The goal of these programs is to increase student achievement in reading and math by providing strong foundational skills, connections to other curricular disciplines, and to engage students in their own learning. The District has no students who are living in local institutions or community day programs for neglected or delinquent children.

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*Required Field

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6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the [McKinney-Vento Homeless Assistance Act \(42 U.S.C. 11301 et seq.\)](#).*

Re-display of the approved response from the FY18 Title I District Plan.

The District supports homeless children by providing transportation, school supplies, appropriate clothing, and free access to school events. The District also provides information on community resources including Violence Prevention Center, Community Interfaith Food Pantry, Towerview Baptist Food Pantry, Chestnut Health, Gateway Foundation, Big Brothers Big Sisters, and BEACON. The Belleville Chamber of Commerce's Back-2-School Fun Fair provides free backpacks with school supplies, free school physicals, and free dental exams. The District's Helping Hand Fund and Needy Family Fund are used to provide additional assistance to students as needed. Four local churches, along with community groups and school staff, provide and distribute sack lunches directly to our neediest neighborhoods each weekday throughout the summer.

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7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.*[Sec 1116](#)

Re-display of the approved response from the FY18 Title I District Plan.

In addition to scheduled parent meetings, the District gathers input and feedback from parents at monthly parent-teacher club meetings, parent-teacher conferences, parent nights, and email surveys. Invitations for parent input on a variety of school activities, programs, and procedures are presented in the monthly district newsletter.

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8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below.*

Re-display of the approved response from the FY18 Title I District Plan.

The district does not provide early childhood education programs through Title I. However, the district's PreKindergarten program serves at-risk students with the goal of helping these young students become ready for kindergarten. Kindergarten students who show deficits in school-readiness skills receive assistance with pre-academic and early academic learning skills through Title I.

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9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

Re-display of the approved response from the FY18 Title I District Plan.

Eighth grade students participate in Career Education through the Regional Office of Education. This program includes an interest survey, information on education and skills needed for particular jobs, and pre-employment skills such as resume writing and interviewing. In addition, 8th grade students participate in Career Day, where students have the opportunity to meet with community members of various occupations to discuss a variety of careers. High school counselors meet individually with all 8th grade students to review their school achievement and plan appropriate courses for freshman year. The high school has multiple course offerings including Title classes, study labs, and after-school tutoring. Students discuss their grades, strengths, weaknesses, and interests with the counselors to plan for a smooth transition from middle school to high school.

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- 10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.***

Re-display of the approved response from the FY18 Title I District Plan.

Whiteside Middle School has been targeted assistance, with students identified based on grades, Aimsweb scores in reading and/or math, PARCC scores, and school motivation - homework completion, attendance, participation in co-curricular programs. The middle school is planning for schoolwide for FY18. Whiteside Elementary operates a schoolwide program.

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Both Whiteside Elementary and Whiteside Middle School operate schoolwide programs.

*Required Field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

11. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:*

(I) each major racial and ethnic group;

(II) economically disadvantaged students as compared to students who are not economically disadvantaged;

(III) children with disabilities as compared to children without disabilities;

(IV) English proficiency status;

(V) gender; and

(VI) migrant status.

Re-display of the approved response from the FY18 Title I District Plan.

Achievement data and behavioral data are disaggregated by subgroup and evaluated based on the PBIS model. Schoolwide behavior standards/expectations and common language regarding bullying are used to ensure students understand expectations. The Character Council (elementary) and WOW Team (middle school) are designed to empower students to quash bullying behavior by standing up for bullying targets and reporting bullying to school adults. These groups lead character lessons for their school and facilitate school community-building events. School social work groups focus on friend-making skills, turn-taking, accepting responsibility, and a variety of other pro-social skills necessary for school success. The goal of all of these programs is to reduce out-of-class discipline by reducing the number of bullying/harassment incidents by teaching students the value of each classmate, particularly the value of each classmate's uniqueness.

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12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*

(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

Re-display of the approved response from the FY18 Title I District Plan.

Elementary students participate in Junior Achievement and career-based lessons through the social studies curriculum. Middle school students participate in a career interest assessment which serves to encourage their thinking about career possibilities. All fifth graders participate in Junior Achievement's Biz Town. In this program, students work through 20 lessons which incorporate core standards in a business-oriented context. The final project is a day spent at the St. Louis Biz Town learning center, where students work in several different occupations in an authentic setting. Eighth graders participate in a career fair, where representatives from a wide range of careers talk with students and demonstrate occupational skills, discuss education and training requirements, and necessary character skills to be successful in a chosen career.

Review the information from your FY18 Plan displayed above. Copy the text into the text area below. Make necessary changes and save the page. DO NOT use special characters, 'see above', or n/a as this will delay the approval of your plan.

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13. How will the district fulfill the following:

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*

Re-display of the approved response from the FY18 Title I District Plan.

For grades 2-5, the district provides an enrichment program called "Challenge". Students in grades 6-8 may participate in honors classes. Students are selected using multiple data sources: Aimsweb, PARCC, OLSAT, STAR reading, grades, and teacher recommendation. Challenge classes meet one class period per week and allow students to work on multidisciplinary, action learning projects to enhance ELA, math, science, and social studies.

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action learning projects to enhance ELA, math, science, and social studies.

(B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?*

Re-display of the approved response from the FY18 Title I District Plan.

Both schools have a library staffed full-time. The District is a member of the Heartland Library System and participates in the inter-library loan program so students and staff have access to materials beyond our own holdings. Students have regularly scheduled time in the library as well as before and after school. The majority of our students do not live in areas served by a public library, so our school libraries work diligently to fill that need. To ensure that students have access to library materials and media throughout the summer, the elementary library is open weekly during the summer. In addition to print materials, both libraries house banks of computers and digital media.

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(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.*

Re-display of the approved response from the FY18 Title I District Plan.

Music and art are a part of each student's weekly schedule. General music in grades K-5 provides students with a wide range of musical instruction that not only enhances musical appreciation and musical abilities, but enhances instruction in all core areas. General music is a participatory class with much of the instruction based on Kodaly and Orff methods. Students learn foundational music skills through instruction in recorder and ukulele. Students in grades 6-8 can participate in daily band instruction. Lessons in art class combine principles of visual arts with language arts, social studies, and math.

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*Required Field