



# CAMDENTON R-III SCHOOL DISTRICT State and Federal Grants / Programs

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## CAMDENTON R-III SCHOOL DISTRICT State and Federal Grants / Programs Summary

PROGRAM NAME	STATE/FEDERAL	LOCAL MATCH
<b>State Programs</b>		
Adult Education and Literacy	48,900.00	0
Services for At-Risk Students	30,000.00	0
Career Education Enhancement	111,405.00	34,488.00
State 50/50 Funds	32,000.00	16,000.00
<b>Subtotal</b>	<b>222,305.00</b>	<b>50,488.00</b>
<hr/>		
<b>Federal Programs</b>		
Project P.A.S.S./21 <sup>st</sup> Century Cohort 5	320,000.00	0
Project Pass/21 <sup>st</sup> Century Cohort 7	395,552.00	0
Title I - ESEA Title I	939,866.00	0
C Migrant Title I.D	0	0
Delinquent	16,513.00	0
Title II A - Teacher & Principal Quality Professional	154,630.00	0
Title II C – Perkins	116,036.00	0
Title II C - Perkins Post Secondary	1,984.00	0
Title III – Immigrant/ELL	11,925.00	0
Title VIB- Rural/Low Income	70,000.00	0
Title I Set-Aside (Homeless Children and Youth)	18,820.00	0
<b>Subtotal</b>	<b>2,045,326.00</b>	<b>0</b>
<b>TOTAL</b>	<b>2,267,631.00</b>	<b>50,488.00</b>

**Camdenton R-III School District  
Federal Program Data and Evaluation**

**I. Program/Data Information**

- a. Type of program data
  - i. Federal and state grant programs
- b. Personnel responsible for programs
  - i. Title I.A- Ryan Neal and Christy Page
  - ii. Title IIA- Ryan Neal
  - iii. Title IID- Roma France
  - iv. Title III- Lorri Travis
  - v. Title VIB- Ryan Neal
  - vi. Homeless and Immigrant- Roma France and Laura O'Quinn
  - vii. Title II. C Perkins- Gail White
  - viii. Title II.C Perkins, Post-Secondary- Gail White
  - ix. Adult Education and Literacy- Gail White and Kathy Hueste
  - x. Services for At-Risk Students- Gail White
  - xi. Career Education Enhancement- Gail White
  - xii. 50% Matching Funds- Gail White
  - xiii. PASS/21<sup>st</sup> Century- Sherry Comer
- c. Level
  - i. K-12
- d. Month of review
  - i. November 2013

**II. Evaluation of Program Data**

- a. Overview
  - i. Ryan Neal-Assistant Superintendent
- b. Vision
  - i. Everyone learning every day.
- c. Mission
  - i. To create a learning community that maximizes each individual's performance for future Success.

- III. Current status of program/data-** State and federal program funds must be directed to help the district meet its stated goals. The goal areas of the Camdenton R-III School District as stipulated by our strategic plan are as follows:

- i. **Student Performance-** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
- ii. **Facilities, Support, and Instructional Resources-** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- iii. **High Quality Staff-** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
- iv. **Parent and Community Development-** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
- v. **Effective Governance-** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

**IV. District Student Performance Goal**

- a. 80% of students will achieve 80% (or “proficient” [3 on standards-based scale]) or better on local common power standard assessments or other key measures in core subject areas. Those students who do not achieve 80% will make a minimum of a 25 percentage point gain (or 1 level on standards-based scale) after receiving specific interventions.

**V. Student Performance Goal, Objectives, Strategies, and Action Steps**

Component	Code	Description
Goal Area	I	Student Performance
Objective	A	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.
Persons Responsible		Assistant Superintendent for Academic Services, Building Administrators, Faculty
Progress Measures		<ol style="list-style-type: none"> <li>1. The Camden R-III School District will meet the District Performance Goal on local common power standard assessment and established state proficiency or growth targets on state assessments.</li> <li>2. The Camden R-III School District will increase the graduation rate, as calculated by the Department of Elementary and Secondary Education, to 88% by 2015 (85-2013, 86- 2014).</li> </ol>
Strategy 1	1	Improve student motivation and engagement

Action Step(s) (Motivation)	M	<ol style="list-style-type: none"> <li>1. The faculty of the Camdenton R-III School District will facilitate student academic goal creation.</li> <li>2. The faculty of the Camdenton R-III School District will create methods for student self-monitoring on scoring templates over time.</li> <li>3. The faculty of the Camdenton R-III School District will provide opportunities for meaningful student feedback.</li> <li>4. Individual school buildings will create building-wide discipline plans that address behavior, safety, and climate.</li> </ol>
Action Step(s) (Engagement)	E	<ol style="list-style-type: none"> <li>1. The faculty of the Camdenton R-III School District will communicate high expectations for all students.</li> <li>2. The faculty of the Camdenton R-III School District will develop meaningful assignments in all subject areas, specifically in the disciplines of science (including conservation and real world experiences) and social studies, creating and implementing lessons that incorporate relevant material and utilizing authentic literacy (use of contemporary topics and non-fiction reading and writing to address real world issues) as a vehicle to improve performance in comprehension, writing, and student engagement.</li> </ol>
Strategy 2	2	Improve instructional strategies
Action Step(s) (Literacy)	L	<p>The faculty of the Camdenton R-III School District will:</p> <ol style="list-style-type: none"> <li>1. Implement strategies to improve early literacy.</li> <li>2. Continue MRI at middle and secondary levels.</li> <li>3. Continue emphasis on consistent writing process with an emphasis on non-fiction.</li> </ol>
Action Step(s) (Unique Programming)	U	<p>The faculty of the Camdenton R-III School District will address the needs of unique student demographic groups by:</p> <ol style="list-style-type: none"> <li>1. Focusing on developing background knowledge and vocabulary.</li> <li>2. Continuing to hold high expectations for all students.</li> <li>3. Facilitating poverty training and simulations on a routine basis for faculty.</li> <li>4. Continuing Buddy Pack program and expand the distribution of necessities to students who need this support.</li> <li>5. Creating buddy learner program.</li> <li>6. Meeting families in their homes and neighborhoods.</li> <li>7. Continuing the exploration of avenues to increase parental involvement.</li> <li>8. Expanding access to assistive technology and address unique programming issues.</li> <li>9. Pre-planning the use of evidence-based strategies to address unique learning needs.</li> </ol>
Action Step(s)	M	The faculty of the Camdenton R-III School District will implement effective

(Mathematics)		instructional strategies designed to: <ul style="list-style-type: none"> <li>1. Improve number sense.</li> <li>2. Create a deeper understanding of algebraic relationships.</li> <li>3. Place a greater emphasis on relevant application.</li> </ul>
Strategy 3	3	Increase persistence to graduation
Action Step(s)		The District will: <ul style="list-style-type: none"> <li>1. Utilize data from the common indicators for students failing to persist to graduation to design programming that will address student needs.</li> <li>2. Create an at-risk summer school program for students meeting common indicators for being at-risk.</li> <li>3. Create and implement an ongoing monitoring program for students identified as potential drop-outs.</li> </ul>

**VI. High Quality Teachers Goal, Objective, Strategies, and Action Steps**

Component	Code	Description
Goal Area	II	High Quality Teachers
Objective	A	The Camdenon R-III School District will provide professional development to enhance classroom instruction.
Persons Responsible		Assistant Superintendent for Academic Services, Professional Development Committee, Building Administrators and Leadership
Progress Measure(s)		Faculty perception surveys regarding effectiveness of professional development initiatives (80% of faculty rating effectiveness of activity at the agree or strongly agree level)
Strategy 1	1	Continue and enhance professional collaboration efforts
Action Step(s)		The Camdenon R-III School District will: <ul style="list-style-type: none"> <li>1. Continue current amount of time allotted for collaboration.</li> <li>2. Provide flexible time for collaboration when needed.</li> <li>3. Offer staff summer stipends to address specific educational and instructional needs.</li> <li>4. Research avenues to reduce the demands placed on parents in regard to child care during collaboration time.</li> </ul>
Strategy 2	2	Implement a peer observation model
Action Step(s)		The Camdenon R-III School District will:

		<ol style="list-style-type: none"> <li>1. Create model teaching classrooms at the building level.</li> <li>2. Include preparation and debriefing for faculty for the peer observation process.</li> </ol>
Strategy 3	3	Empower teachers
Action Step(s)		<p>The Camdenton R-III School District will:</p> <ol style="list-style-type: none"> <li>1. Provide greater avenues for teacher involvement in building-level professional development.</li> </ol>
Objective	B	The Camdenton R-III School District will recruit and retain faculty by enhancing hiring practices to identify potential teaching candidates who embrace the District vision of learning and are willing to continue professional learning.
Persons Responsible		Superintendent, Assistant Superintendent for Human Resources, Building Administrators
Progress Measure(s)		A minimum of three action steps will be accomplished by 2015.
Strategy	1	Enhance incentives for teachers
Action Step(s)		<p>The Camdenton R-III School District will focus efforts to improve the following:</p> <ol style="list-style-type: none"> <li>1. Teacher salaries.</li> <li>2. Incentives for advanced degrees.</li> <li>3. Incentives for performance.</li> <li>4. Opportunities for faculty to enroll in college coursework.</li> </ol>

**VII. Explanation of the use of federal funding**

- a. Federal funds are obligated to Title buildings and district programs with the intent of supporting student performance; therefore, these funds are applied almost exclusively to the student performance and high quality teachers goal areas.
- b. Title I funding is being used in our Title buildings to increase the number of faculty members available to work with students in the areas of reading and mathematics. Examples include literacy coaches, Reading Recovery Teachers, and push in/pull out reading support for students.
- c. Title IIA funding is set aside for professional development and is budgeted for professional development expenditures as well as teacher quality and recruitment. Title II funds substitute teachers for professional development at the building level as well as vertical teams, ad hoc teams, and other district level trainings. A portion of the Title IIA workshop funds are being used for MRI training, external consultants (math and literacy), and PLC training.

- d. Title III funding is obligated to the instruction of English Language Learners and these students follow district and building student performance goals and objectives. Additional personnel have been hired with this funding and exist in an instructional support position as well as assistance with translating for Spanish speaking students.
- e. This year we were granted Title VIB funds based on our rural geography and percentage of students living in poverty (as determined by the free and reduced lunch rate). Approximately \$70,648.00 were awarded to the district through this fund and will be used to hire a focus room supervisor for Oak Ridge Intermediate School and supplement learning needs related to technology (specifically the Acuity Assessment System).

VIII. Strategies to Close the Gap Between Current Status and Vision

- a. Federal funds have allowed us to make the necessary additions in staffing and professional development to continue the improvement our district has demonstrated for the past four school years.

IX. Evaluation Method/Program Personnel

- a. Each of our strategic planning templates include a progress update toward meeting district objectives and targets at the district and building levels as well as utilizing the following measures:
  - i. Missouri Assessment Program
  - ii. Annual Performance Report
  - iii. The percentage of students scoring proficient or advanced on state assessment
  - iv. Acuity assessment scores
  - v. Scholastic Reading Inventory
  - vi. Local common assessment



**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Adult Education & Literacy

**Director:** Mrs. Kathy Hueste

<input checked="" type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input checked="" type="checkbox"/> Competitive Grant	<b>Entitlement</b>
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**Allocation for 2013-2014: \$48,990**

**Local Match Required: \$0**

**General Description of Services Provided:**

Adult Education & Literacy Instruction including: High School Equivalency (GED) instruction/preparation, English as a Second Language Class (ESL), testing support for MOlearns – Online High School Equivalency (GED) preparation, individual assistance in improving math, reading, and writing skills to prepare for post-secondary transitions.

<b>Salaries and Benefits Covered \$43,220</b>	<b>Amount Budgeted: \$43,220</b>
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**(6100 and 6200)**

<u>Position</u>	<u>Building</u>
ESL Instructor	Lake Career & Technical Center
AEL Instructors - 4	Missouri Career Center

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$2,536</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
Professional Development	AEL & ESL Instructors	Lake Career & Technical Center; Missouri Career Center

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$2,234</b>
High School Equivalency (GED) Instructional Materials & Supplies	
ESL Instructional Materials & Supplies	
CASAS & TABE Testing Supplies	

<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$1,000</b>
Updates to computer hardware/software	

**Funding Expectations for 2014-2015: \$48,990**

**Note:** This is a competitive grant – Camdenton’s program was provisionally funded for 2013-2014. On-site review to be conducted December 9 & 10, 2013.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Services for At-Risk Students

**Director:** Dr. Gail White

<input checked="" type="checkbox"/> State	<input type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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**Allocation for 2013-2014:** \$30,000

**Local Match Required:** \$0

**General Description of Services Provided:**

Assist students with Communication Arts skills. Provide direction and support for Embedded Credit Communication Arts initiative as well as Interventions and Students with Special Needs.

<b>Salaries and Benefits Covered:</b> \$30,000	<b>Amount Budgeted:</b> \$39,862.86
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**(6100 and 6200)**

<u>Position</u>	<u>Building</u>
Technical English Instructor (Embedded Credit)	Lake Career & Technical Center

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted:</b> \$0
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
N/A		

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted:</b> \$0
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<b>(6500) Capital Outlay</b>	<b>Amount Budgeted:</b> \$0
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**Description**

N/A

**Funding Expectations for 2014-2015:** Individuals at DESE have stated that this will most likely become a competitive grant at some point. LCTC will seek to write and obtain funding for continuation of this financial support. In all likelihood the funding level will decrease from information verbally communicated by DESE staff.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Career & Technical Education Enhancement Grant

**Director:** Dr. Gail White

<b>X State</b>	<b>Federal</b>	<b>Competitive Grant</b>	<b>X Entitlement</b>
<b>Allocation for 2013-2014: \$111,405</b>		<b>Local Match Required: \$34,488</b>	

**General Description of Services Provided:** Equipment for high-demand occupations receives 75% reimbursement for equipment and 50% reimbursement for software and leases, curriculum, renovations, and non-instructional student equipment. Award typically is reduced by a certain percentage and items crossed off by DESE staff.

<b>Salaries and Benefits Covered: \$0</b> (6100 and 6200)	<b>Amount Budgeted: \$0</b>
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<u>Position</u>	<u>Building</u>
N/A	

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$0</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
N/A		

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$0</b>
N/A	

<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$111,405</b>
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**Description**

- CHS Business/Accounting/Computer Applications - \$33,300** – Webcam & 24 computers w/ 27" monitors.
- CHS Marketing - \$2,195** - Software: Relations and Virtual Business.
- CHS Project Lead the Way - \$4,200** – 3 – Laptops w/ docking stations.
- LCTC Agriculture/Animal - \$7,410** – Digital camera, 5 microscopes, curriculum: Animal Systems (intro & advanced).
- LCTC Agriculture/Plant - \$1,000** – 2 Cordless drills and storage cabinet.
- LCTC Automotive - \$7,505** – Mitchell on Demand, Snap-On Meter Set; 2- Netbooks.
- LCTC Building/Construction Trades - \$1,850** – Brad Nailer and Instructor Computer.
- LCTC Computer Repair/Networking - \$2,490** – HDTV, Blu-ray & Receiver, Color Laser Printer.
- LCTC Culinary Arts - \$20,000** – 2 stackable combi ovens.
- LCTC Health Sciences - \$3,115** – Empathy belly and lung and DVE set – Anatomy & Physiology.
- LCTC Metal Fab - \$5,935** – 4 computers, software: Plasma Cam Silhouette Art software and Career Safe training.
- LCTC Teacher Education - \$22,100** – 17 laptops (1 instructor – 16 students).

**Funding Expectations for 2014-2015:** Anticipate continuation of funding with reduction in award (line item and/or percentage) as has become common practice over the years.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** 50% Matching Funds

**Director:** Dr. Gail White

<b>X State</b>	<b>Federal</b>	<b>Competitive Grant</b>	<b>X Entitlement</b>
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**Allocation for 2013-2014:** \$32,000

**Local Match Required:** \$16,000

**General Description of Services Provided:** Equipment funds for program areas that do not fall on the current high-demand list and are not eligible for Enhancement Grant funding are submitted via this stream of funding.

<b>Salaries and Benefits Covered \$0</b>	<b>Amount Budgeted: \$0</b>
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(6100 and 6200)

<u>Position</u>	<u>Building</u>
N/A	

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$0</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
N/A		

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$0</b>
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N/A

<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$32,000</b>
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**Description**

**LCTC Collision Repair Technology - \$6,000** – Fresh Air System and Welder.

**LCTC Graphics Technology - \$26,000** – PCs: 3 Towers; 3 All-In Ones; 21 Tablets; 2 Mac Laptops and Super Drive; and Camcorder.

**Funding Expectations for 2014-2015:** This is contingent upon state budget – but there have been 50% matching funds available every year with reductions.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name: Project PASS (Partners Assisting Student Success) 21<sup>st</sup> CCLC grant**

**Director: Sherry Comer**

<b>State</b>	<b>Federal</b>	<b>Competitive Grant</b>	<b>Entitlement</b>
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**Allocation for 2013-2014: \$320,000**

**Local Match Required: \$ 0 In Kind**

**General Description of Services Provided: Academic before/afterschool program linked to district curriculum and MLS.**

<b>Salaries and Benefits Covered \$245,267</b>	<b>Amount Budgeted: \$0 District</b>
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**(6100 and 6200)**

<u>Employee's Name</u>	<u>Position</u>	<u>Building</u>
Varner, Lucinda	PM Site Coordinator	HWE
Atkins, Shelley	PM Teacher	HWE
Brennaman, Diane	PM Teacher	HWE
Franklin, Desta	PM Teacher	HWE
Wright, Debbie	PM Teacher	HWE
Luetkemeyer, Ann	PM Para	HWE
Hutchinson, Susan	PM Teacher	HWE
Gum, Randy	PM Teacher	HWE
Noyes, Jane	PM Teacher	HWE
Swarts, Dawn	PM Teacher	HWE
Richardson, Denise	PM Site Coordinator	HWE
Gum, Randy	PM Teacher	HDE
Graham Ruthie	PM Teacher	HDE
Chesen, Susan	PM Para	HDE
Schwab, Diana	PM Para	HDE
Shumway, Linda	PM Teacher	HDE
Thompson, Terri (2 days/wk)	PM Site Coordinator	LCTC
Doren, Sandra	PM Teacher	LCTC
Jackson, Melissa	PM Teacher	LCTC
Kautzmann, Diane	PM Teacher	LCTC
Roggero, Bobbie	PM Teacher	LCTC
Doyle, Paulette	PM Teacher	LCTC
Larrington, Amy	PM Teacher	LCTC
Poe, Charles	PM Teacher	LCTC
Wilson, Jackie	PM Teacher	LCTC
Allman, Larry	PM Teacher	LCTC
Briscoe, Garry	PM Teacher	LCTC
Santibanez-Stark, Linda	PM Teacher	LCTC
Stevens, Win	PM Teacher	LCTC

PM CSI Williams, Chris		
PM CSI Wright, Laura		
VanLant, Deb (OT rate)		

<b>(6300) Purchase of Service Activities \$15,000</b>	<b>Amount Budgeted: \$0 District</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
Various academic guest speakers, shows, evaluation, PQA (requirement of DESE)	Students and Staff	HWE, HDE and LCTC

<b>(6400) Instructional Supplies and Material \$20,000</b>	<b>Amount Budgeted: \$0 District</b>
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<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$0</b>
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**Description**

**Funding Expectations for 2014-2015: Proposed that the district pick up the costs of the Cohort 5 grant that is ending and asking them to support diminishing funds of Cohort 7.**

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title I – ESEA Improving the academic achievement of the disadvantaged  
 Director: Mr. Ryan Neal and Ms. Christy Page

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input type="checkbox"/> Entitlement
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Allocation for 2013-2014: 938,866.00  
 Adjusted carry-over 2012-2013: 152,544.59  
 Total: \$1,091,410.59

General Description of Services Provided:

Supplemental academic services are provided for students at Oak Ridge, Hawthorn, Dogwood, and Hurricane Deck during the regular school day. These services are primarily in the communication arts and math disciplines. In addition to these services, Title IA funds are also allocated to professional development activities, supplies, textbooks, and parent involvement evenings.

Salaries and Benefits \$944,509.12	Amount Budgeted: \$944,509.12
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(6100 and 6200)

<u>Position</u>	<u>Building</u>
RR Teacher	Dogwood
RR Teacher	Dogwood
RR Teacher	Dogwood
RR Teacher	Dogwood
RR Teacher	Dogwood
Instructional Coach	Dogwood
Wilson Reading Teacher	Dogwood
Paraprofessional	Dogwood
Teacher	Hawthorn
Teacher	Hawthorn
Paraprofessional	Hawthorn
Paraprofessional	Hawthorn
Teacher	ORI
Literacy Coach	ORI
Paraprofessional	ORI
Paraprofessional	ORI
RR Teacher	HD
Literacy Coach	HD
Paraprofessional	HD
Substitute coverage for professional development activities	DW, HD, HE, ORI

(6300) Travel, Workshop Fees, Purchased Services in Title I buildings	Amount Budgeted: \$27,320.74
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<u>Activity</u>	<u>Recipient</u>	<u>BuildingBudget</u>
Reading Recovery -Continuing Contact PD	Reading Recovery teachers- Dogwood and Hurricane Deck	8,500.00
Travel	Dogwood	433.74
Travel	Hawthorn	301.21
Travel	Oak Ridge	361.45
Travel	Hurricane Deck	84.34
Workshop Fees	Dogwood	2168.66
Workshop Fees	Hawthorn	1,506.01
Workshop Fees	Oak Ridge	1,807.22
Workshop Fees	Hurricane Deck	421.68
Purchased Services	Dogwood	5,929.80
Purchased Services	Hawthorn	4,117.92
Purchased Services	Oak Ridge	4,941.50
Purchased Services	Hurricane Deck	1,153.01
Sample Activities: Staff Development for Teachers, Journeys training in Title buildings, Foundations training, Wilson training, workshops tied to building improvement plan.		

(6400) Instructional Supplies and Material	Amount Budgeted: \$62,820.74
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<u>Activity</u>	<u>Recipient</u>	<u>BuildingBudget</u>
Supplies	District	59,410.37
Supplies	Dogwood	21,387.73
Supplies	Hawthorn	11,882.07
Supplies	Oak Ridge	17,823.11
Supplies	Hurricane Deck	4,158.72
Title I is the source of funding for all materials and supplies necessary to implement various activities. Title I provides books and instructional materials that support the district reading and math programs. It also provides materials and supplies to increase parent involvement. Supplies money budgeted to the district is utilized to purchase materials for		



all buildings for the core instructional programs used throughout district (e.g. Journeys) in Title buildings.		
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(6500) Capital Outlay	Amount Budgeted: 0
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Funding Expectations for 2013-2014: Unknown at this time.

DRAFT

## Title 1-C Migrant Education

For the 2013-2014 school year, the district has received no monies for Title 1-C.

Title I-C of the No Child Left Behind (NCLB) Act requires identification and recruitment of children who are “migratory children” and eligible to receive migrant education services. The basis of the child’s eligibility must be properly recorded on a Certificate Of Eligibility (COE). Allocations and funding are contingent upon this eligibility determination.

The term “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work —

(A) has moved from one school district to another;

(B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

The following are questions in the district’s enrollment packet.

1. YES\_\_\_ NO\_\_\_ Have you moved to this area in the past three (3) years?
2. YES\_\_\_ NO\_\_\_ Have any members of your family worked in any of the following areas in the last three (3) years? If so, which ones?:
  - Planting or harvesting crops
  - Transporting farm products to market
  - Feeding poultry, gathering eggs, working in a hatchery
  - Processing meat, poultry, fruit, vegetables, dairy products
  - Milking cows on a dairy farm
  - Cutting firewood or logs to sell
  - Commercial fishing or working on a fish farm
  - Growing and tending trees to be sold
1. YES\_\_\_ NO\_\_\_ If you checked any of the boxes above, did you move to seek or obtain that job?

School Year	Number of Migrant Students
2004-2005	0
2005-2006	0
2006-2007	0
2007-2008	0
2008-2009	0
2009-2010	0
2010-2011	0
2011-2012	0
2012-2013	0
2013-2014	0

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Title I.D – LEA Delinquent Institution Program

**Director:** Mrs. Roma Lee France

<b>State</b>	<b>X Federal</b>	<b>Competitive Grant</b>	<b>Entitlement</b>
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**Allocation for 2012-2013:** \$12, 328

**Local Match Required:** \$ 0

**General Description of Services Provided:**

Monies used for education of youth detained in the Mary Dickerson Juvenile Justice Center and in the Horizons At Risk Program. Money carried over to 2103-14 to expend entire amount for online curriculum.

<b>Salaries and Benefits Covered \$0</b>	<b>Amount Budgeted: \$0</b>
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**(6100 and 6200)**

<u>Employee's Name</u>	<u>Position</u>	<u>Building</u>

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$ 12, 328</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
On line curriculum	Juveniles in JJC and At Risk Program	JJC and Horizons

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$0</b>
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<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$0</b>
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**Description**

**Funding Expectations for 2013-2014:** \$19,511 plus carryover of \$4,186 = \$23,697

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title II A

Director: Ryan Neal

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input type="checkbox"/> Entitlement
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Allocation for 2013-2014: 154,630.00  
 Adjusted carry-over 2012-13: 4,872.64  
 Total \$159,502.64

General Description of Services Provided:

Title IIA is designed to enhance the recruitment, training, and retention of highly qualified teachers as well as bolstering district professional development initiatives to improve instructional opportunities for our students. This year, Title IIA funds will be used for class size reduction purposes at Hawthorn Elementary (one teacher will be paid on Title IIA funds to keep class sizes at an optimal level for instruction), the design and purchasing of recruitment information for new teachers, stipends for successfully completed Praxis exams for teachers who have not completed this requirement in Title buildings, and district professional development initiatives such as assessment training, MRI, inquiry based math training for teachers, writing training, and PLC training opportunities. Also, we have allocated significant funds toward our peer observation initiative in the district, which provides opportunities for teachers to observe other teachers and discuss effective instructional strategies. In addition, these funds supplement substitute teacher cost for training activities.

Salaries and Benefits Covered	Substitutes for training	Amount Budgeted: \$158,600
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(6100 and 6200)

<u>Position</u>	<u>Building</u>	<u>Budget</u>
Teacher	Hawthorn	\$59,227.79
Substitute teacher payment for professional development, stipends for peer observation leaders (work outside contracted time), mentor and buddy teacher stipends, stipends for new teachers/mentors/buddies during new teacher orientation.	All buildings	\$68,000.00

(6300) Travel/Workshop Fees/Purchased Services	Amount Budgeted: \$38,600
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<u>Activity</u>	<u>Recipient</u>	<u>BuildingBudget</u>
	High School	\$11,966.00
	Middle School	\$5,404.00
	Horizons	\$386.00
	Oak Ridge	\$5,018.00
	Hawthorn	\$4,246.00
	Dogwood	\$7,334.00
	Hurricane Deck	\$1,158.00
	Osage Beach	\$1,930.00

(6400) Instructional Supplies and Material	Amount Budgeted: \$12,000
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<u>Activity</u>	<u>Recipient</u>	<u>BuildingBudget</u>
Professional Development Books and Supplies	District	\$4,000.00
Recruiting Supplies	District	\$8,000.00

(6500) Capital Outlay	Amount Budgeted: 0
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Description

Funding Expectations for 2014-2015: Unknown at this time

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Title II C: Perkins

**Director:** Dr. Gail White

<b>State</b>	<b>X Federal</b>	<b>Competitive Grant</b>	<b>X Entitlement</b>
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**Allocation for 2013-2014: \$116,036**

**Local Match Required: Not Required**

**General Description of Services Provided:** Camdenton R-III Schools is the fiscal agent for the consortium that includes School of the Osage, Macks Creek, and Climax Springs. Funds all come to Camdenton and the breakdown is as follows: Camdenton - \$67,839; Climax Springs - \$5,980; Macks Creek - \$7,993; and School of the Osage - \$34,224. The other three districts do not have sufficient size or scope of CTE offerings in order to stand alone. Sending School funds are used to offset tuition costs and fund Technical Skills Assessments. Services include career and technical education programming support: professional development, career and technical student organization support for advisors, marketing materials, career guidance activities and supplies to support these activities, and advisory committee support. A minimum of 5% is required for Professional Development.

<b>Salaries and Benefits Covered: \$95,829</b>	<b>Amount Budgeted: \$132,217.79</b>
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**(6100 and 6200)**

<u>Position</u>	<u>Building</u>
Health Sciences Instructor (100%)	Lake Career & Technical Center
Technical Math Instructor (50% of position)	Lake Career & Technical Center
CTSO Stipends – Ag., Building Trades, Computer Repair, Counselor, English, and Graphics Instructors (100%)	Lake Career & Technical Center

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$15,707</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
Professional Development	All LCTC Staff Members	Lake Career & Technical Center
Career & Technical Student Organization Advisor Support (travel and registration)	Student Organization Advisors	Lake Career & Technical Center
Technical Skill Attainment Assessments	Seniors who are completers w/ 3 sequential CTE credits	LCTC, Camdenton HS, Macks Creek, Osage & Climax Springs

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$4,500</b>
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Advisory Committee Functions	LCTC & CHS
Printed materials for Marketing	LCTC
Supplies for Guidance Activities	LCTC

<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$0</b>
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**Description**

N/A

**Funding Expectations for 2014-2015:** Perkins IV was scheduled to end last year and there was information shared verbally that this could become a competitive, partner-based grant. Historically after the Perkins cycle has “come to its end” – there has been an extension for several years before the next cycle begins. We are currently on the extension.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Title II C: Perkins Post-Secondary

**Director:** Dr. Gail White

State	<input checked="" type="checkbox"/> Federal	Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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**Allocation for 2013-2014: \$1,984**

**Local Match Required: \$0**

**General Description of Services Provided:** Funding is based on Pell Grants adult students received the previous year. LCTC is in a consortium with Rolla Public Schools as the fiscal agent. We do not receive enough funding to stand on our own nor do any of the other schools. Other districts in the consortium include Eldon, Lebanon, Waynesville, and Dallas County. Rolla receives 5% for administrating these funds and 5% is also required for Professional Development. The remainder of the funds supports accreditation fees for COE (Council of Occupational Education). This is the accreditation agency for post-secondary in order for students to receive Title IV funds.

<b>Salaries and Benefits Covered: \$0</b>	<b>Amount Budgeted: \$0</b>
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(6100 and 6200)

<u>Position</u>	<u>Building</u>
N/A	

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$104</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>
Professional Development	LCTC Staff Member	Lake Career & Technical Center

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$1,880</b>
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COE Postsecondary Accreditation Fees & Team Visit	Lake Career & Technical Center
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<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$0</b>
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**Description**

N/A

**Funding Expectations for 2014-2015:** Post-Secondary Perkins IV was scheduled to end last year and there has been information shared verbally that this could become a competitive, partner-based grant. Historically after the Perkins cycle has “come to its end” – there has been an extension for several years before the next cycle begins and that is the situation in which we are in now.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Title III: English Language Learners

**Director:** Mrs. Lorri Travis

<b>State</b>	<b>Federal X</b>	<b>Competitive Grant</b>	<b>Entitlement</b>
<b>Allocation for 2013-2014: \$11,925.00</b>		<b>Local Match Required: \$ 0</b>	

**General Description of Services Provided:**

The overarching purpose of Title III is to help ensure that limited English proficient (LEP) children, including immigrant children and youth, attain English language proficiency and meet the same challenging academic content and achievement standards that all children are expected to meet. Local educational agencies (LEAs) must use Title III funds to implement educational language instruction programs designed to help LEP students achieve standards. The state educational agency (SEA), LEAs, and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

Camdenton R-III is focused on obtaining and internalizing academic vocabulary combined with an emphasis on writing skills which will improve the acquisition and utilization of English in a meaningful way for our students who are identified as English Language Learners (ELL). These areas were previously identified as areas of weakness for this group of students. By targeting these areas for increased support the expectation is that students identified as ELL will obtain higher academic levels. This will then increase their opportunity for success in life. Improved ACCESS and MAP scores, reading levels, and graduation rates will be used as data to measure effectiveness of the districts efforts.

<b>Salaries and Benefits Covered \$11,925.00</b>	<b>Amount Budgeted: \$11,925.00</b>
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**(6100 and 6200)**

<u>Employee's Name</u>	<u>Position</u>	<u>Building</u>
Juan Acosta	Paraprofessional	Osage Beach Elementary

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$ 0</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$0</b>
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<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$0</b>
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**Description**

**Funding Expectations for 2014-2015:**

Our plan is to retain a paraprofessional to assist our highly qualified English as a Second Language (ESL) and general education teachers with English Language Learners (ELLs) in the implementation of push in and pull out services.



## Title III: English Language Learners (ELL)

Submitted by Nick Cotta, District Assistant Director of Interventions

For the 2013-2014 school year, the district has received \$11,925 from Title III monies. These monies are being utilized for part of the pay for an ELL para-educator/interpreter .

### Current Status of Program:

English Language Learners (ELL) is an instructional program ensuring all students who are potentially LEP (Limited English Proficient) and LM (Language Minority) are assessed, identified, and provided appropriate services if needed. The definitions of LM and LEP are as follows:

- Limited English Proficient (LEP) – an LM student whose proficiency in reading, writing, listening, or speaking English is below that of grade- and age-level peers. LEP status is based on assessment of a student’s English language proficiency.
- Language Minority (LM) – a student whose linguistic background, such as country of birth or home environment, includes languages other than English. LM status is based solely on a student’s background and not on proficiency of English.

The ELL Program has three certified ESOL teachers: Twyla Doyle, Melissa Arl, and Rita Sanders. Juan Acosta assists the teachers in providing direct and consultant services to children, providing translation services for written and verbal exchanges between school and home, completing required paperwork and testing, and inclusion assistance. Juan Acosta and Twyla Doyle speak fluent Spanish and English. Melissa Arl speaks Japanese and fluent English, and she has acquired some basic skills in speaking Spanish as well. We have the availability of other staff members who are also bilingual:

Program or Building	Bilingual Staff
Parents as Teachers	Juan Acosta, Twyla Doyle, Spanish
Preschool and ECSE	Twyla Doyle, Juan Acosta, Spanish
Dogwood Elementary	Twyla Doyle, ELL teacher, Spanish
Hurricane Deck Elementary	Access to Twyla Doyle, ELL teacher, Spanish
Osage Beach Elementary	Juan Acosta, Spanish Twyla Doyle, ELL teacher, Spanish
Hawthorn Elementary	Twyla Doyle, ELL teacher, Spanish
Oak Ridge Intermediate	Sharon Herz, teacher, Chinese
Middle School	Mary Coffee, Spanish Murray Still, Secretary – Dept. of Interventions, French
High School	Nora Shields – French Michele Meikle - French Linda Santibanez-Stark – Spanish Jessica Johnson – Spanish Carolina Whittaker - Spanish
After School PASS Program	Twyla Doyle, ELL teacher, Spanish

Our district continues to become more diverse with parents speaking different languages. Direct services of students who fall into the category of ELL continues to be very flexible and ranges from 60-80 students a year while monitoring of students who are English language learners increases as students stay in the area longer and acquire skills in English. The district continues to have more translating services for the families of students who speak other languages. The Hispanic, Russian, and Chinese populations have parents who only speak their native languages. Communication at school events such as parent nights, parent teacher conferences, teacher phone calls, School Reach messages, teacher notes and emails require translation. In some cases, our families are unable to read in their native language or English and require a phone call.

Students who are LEP (Limited English Proficient) and LM (Language Minority) must take the W-APT when they first enter our district as well as the ACCESS (a language acquisition

assessment) annually in January or February. This is in addition to the MAP test, EOCs, the district-adopted Terra Nova in the grades that administer it, the ASVAB, and core subject common assessments given to all students in the district.

**TEACHER 1:**

**Kindergarten Vocabulary checklist.**

$\frac{3}{4}$ , or 75% of kindergarten students scored 80% or greater on over 300 vocabulary words from pre to post-test.

$\frac{1}{4}$  students, or 25%, scored 73% on the vocabulary and grew 73% from pre to post-test.

**Grades 1-2 Pull Out Assessment Checklist**

100% of students demonstrated at least 80% mastery on language goals during pull out groups. Specific examples of student work are found in teacher's data notebook.

**7<sup>th</sup>/8<sup>th</sup> ELL Comm Arts Class:**

100% of students scored an 80% or have 25% increase from pre to post test on pull-out class assessments which focused on vocabulary or specific content area skills needed to succeed in the regular classroom.

\*\*\*test scores and data can be found in teacher's data notebook in her classroom.\*\*\*

**SUMMARY:**  
**Dogwood: GOAL MET**  
**MS: GOAL MET**

**TEACHER 2:**

**Hawthorn:**

**1<sup>st</sup> semester:**

92% of vocabulary units had students score 80% or grow 25% from pre-test to post-test.

100% of ELL students were either proficient at 80% or grew 25% from pre-test to post-test vocabulary assessments.

**2<sup>nd</sup> semester:** 100% of vocabulary units had students score 80% or grow 25% from pre-test to post-test.

\*\*\*test scores and data can be found in teacher's data notebook in her classroom.\*\*\*

**Oak Ridge**

86% of students grow at least 1 or more grade levels on the DRA from beginning of the year to the end of the year

86% of the students grew at least 100 or more points on the SRI from the beginning of the year to the end of the year.

\*\*\*test scores and data can be found in teacher's data notebook in her classroom.\*\*\*

**SUMMARY:**  
**Hawthorn: GOAL MET**  
**Oak Ridge: GOAL MET**

**TEACHER 3:**

**HIGH SCHOOL:**

**Co-teaching Classes**

100% of students scored at proficiency or had 20% growth from pre to post testing on content-area vocab tests, and formative exams as indicated in SISK12.

73% of the students scored proficient on the Biology EOC (many were freshman taking the exam)

**High School ELL Comm Arts Class:**

100% of students scored an 80% or have 25% increase from pre to post test on pull-out class assessments which focused on vocabulary or specific content area skills needed to succeed in the regular classroom as indicated in SISK12 grade book.

**SUMMARY:**  
**HIGH SCHOOL: GOAL MET**

**SRI test results**

**OSAGE BEACH: Kindergarten = N/A**

**A typical reader for 1<sup>st</sup> grade scores up to 300L.**

- 2/3 66% of 1<sup>st</sup> graders scored at or above grade level.
- 1/3 33% of 1<sup>st</sup> graders improved score by 25%

**A typical reader for 2<sup>nd</sup> grade scores between 140 and 500L**

- 2/2 100% 2<sup>nd</sup> graders improved their SRI scores by at least 25%.

**A typical reader for 3<sup>rd</sup> grade scores between 500 to 800L.**

- 2/2 or 100% of 3<sup>rd</sup> graders scored at or above grade level on the SRI.

**A typical reader for 4<sup>th</sup> grade scores between 600 and 900L.**

- 2/3 66% 4<sup>th</sup> graders are at or above grade level on their SRI.
- 1/3 33% 4<sup>th</sup> graders improved SRI score by at least 25%.

**Goal Summary: Goal Met**

**DOGWOOD:**

**Kindergarten=N/A.**

- 2/5, 40%, of 1<sup>st</sup> grade students scored above grade level.
- 3/5, 60%, of 1<sup>st</sup> grade students scored a 0.
- 1/6, 17% of 2<sup>nd</sup> grade students scored above grade level.
- 4/6, 67%, of 2<sup>nd</sup> grade students scored at grade level.
- 1/6, 17%, of 2<sup>nd</sup> grade students showed a 20% increase from pre to post-test score according to Lexile levels.

**MET AT 80%**

**HAWTHORN:**

3<sup>rd</sup> grade= A typical reader for 3<sup>rd</sup> grade scores between 500 to 800L.

4<sup>th</sup> grade = A typical reader for 4<sup>th</sup> grade scores between 600 and 900L.

- 0/2 3<sup>rd</sup> graders scored at or above grade level
- 2/2, 100% of third graders increased their SRI score 1 grade or more from the beginning of the year to the end of the year.
- ¼ or 25% of 4<sup>th</sup> grade students are on grade level
- 100% of 4<sup>th</sup> grade student s increased their SRI scores at least 1 grade level from beginning of the year to the end of the year.

**Goal met at 100%**

**OAK RIDGE:**

**A typical reader for 5<sup>th</sup> grade scores between 600- 1000L. A typical 6<sup>th</sup> grade reader scores between 650-1050L.**

- 2/7 or 29% of ORI students scored at grade level.
- 6/7 or 86% of ORI students improved 25% from beginning of the year to the end of the year
- 1/7 or 14% of students decreased their score (with motivation appearing to be the factor)

**ORI GOAL MET 86%**

### **MIDDLE SCHOOL:**

**A typical reader for 7<sup>th</sup> grade scores between 735 and 1065 L. A typical reader for 8<sup>th</sup> grade scores between 805 and 1100L.**

- 1/5, or 20%, of students scored within these grade level ranges.
- 3/5, or 60%, of students scored a 20% increase from pre to post-test according to their Lexile levels on SRI.
- 1/5, or 20%, or students scored less than 20% from pre to post-test and was not on grade level according to their Lexile levels on SRI.

**MET AT 80%**

### **DRA test results**

### **OSAGE BEACH:**

85% of ELL students grew more than 20% from the beginning of the year to the end of the year testing.

**Goal Met at 85%**

**HAWTHORN:** 100% of ELL students grew more than 20% from beginning of the year to end of the year testing.

**MET AT 100%**

**OAK RIDGE:** 25% of the students were proficient at grade-level for DRA. 85% grew more than 20% from beginning of the year the year score to end of the year score.

**MET AT 100%**

**1. 80% of students will increase overall score on ACCESS and/or take a higher level test and maintain their score.**

### **ACCESS test results**

### **OSAGE BEACH:**

- 2/9 students went up one test level (A-B, B-C), 22%
- 1/9 students went up 2 test levels (A-C), 11%
- 5/9 students who increased overall score by an average of .6 , 56%
- 1/9 did not increase overall score, 11%
- 11/20 took test for 1<sup>st</sup> time, 55%
- 1/20 students will exit the ESL program and be placed on monitor status, 5%

**MET AT 89%**

### **DOGWOOD:**

- 2/10 students went up one test level (A-B, B-C), 20%
- 0/10 students went up 2 test levels (A-C), 0%
- 6/10 students who increased overall score by an average of 0.7, 60%
- 2/10 did not increase overall score by an average of -0.15, 20%
- 12/22 took test for 1<sup>st</sup> time, 55%
- 3/10 students will exit the ESL program and be placed on monitor status, 30%

**MET AT 80%**

### **HAWTHORN:**

- 2/4 students went up one test level (A-B, B-C), 50%

- 0/4 students went up two test levels (A-C), 0%
- 2/4 students who increased overall score by an average of .75, 50%
- 0/4 did not increase overall score, 0%
- 2/6 took test for 1<sup>st</sup> time, 33%
- 2/6 students will exit the ESL program and be placed on monitor status, 33%

**MET AT 100%**

**OAK RIDGE:**

- 1/8 students went up one test level (A-B, B-C), 12.5%
- 1/8 students went up 2 test levels (A-C), 12.5%
- 4/8 students who increased overall score by .3, 50%
- 2/8 did not increase overall score (decreased by -.3), 25%
- 0/8 took test for 1<sup>st</sup> time, 0%
- 1/8 students will exit the ESL program and be placed on monitor status, 12.5%

**NOT MET AT 75%**

**MIDDLE SCHOOL:**

- 2/5 students went up one test level (A-B, B-C), 40%
- 0/5 students went up 2 test levels (A-C), 0%
- 3/5 students who increased overall score by .5, 60%
- 0/5 did not increase overall score, 0%
- 0/5 took test for 1<sup>st</sup> time, 0%
- 1/5 students will exit the ESL program and be placed on monitor status, 20%

**MET AT 100%**

## HIGH SCHOOL:

- 5/10 students went up one test level (A-B, B-C), 50%
- 0/10 students went up 2 test levels (A-C), 0%
- 4/10 students who increased overall score by an average of 1.15, 40%
- 1/10 did not increase overall score, 10%
- 3/13 took test for 1<sup>st</sup> time, %
- 4/13 students will exit the ESL program and be placed on monitor status, 31%

**MET AT 90%**

## HURRICANE DECK:

- 0/2 students went up one test level (A-B, B-C), 0%
- 0/2 students went up 2 test levels (A-C), 0%
- 1/1 students who increased overall score by 1.2, 100%
- 0/1 did not increase overall score, 0%
- 1/2 took test for 1<sup>st</sup> time, 50%
- 0/2 students will exit the ESL program and be placed on monitor status, 0%

**MET AT 100%**

## Department:

- 76 students total took the ACCESS test
- 29/76 students took the test for the 1<sup>st</sup> time, 38%
- 14/47 students went up one test level (A-B, B-C), 30%
- 2/47 students went up two test levels (A-C), 4%
- 25/47 students increased their overall score, 53%
- 6/47 students did not increase their overall, 13%

**DEPARTMENT MET AT 87%**

## MSIP Requirements

According to the federal No Child Left Behind Act of 2001 (NCLB), states are required to establish English Language Proficiency (ELP) standards and to assess Limited English Proficient (LEP) students served by language instructional programs funded under Title III. States and districts are accountable for meeting three Annual Measurable Achievement Objectives (AMAOs):

AMAO 1: annual increase in the percentage of children making progress in learning English;  
AMAO 2: annual increase in the percentage of children attaining English proficiency;  
AMAO 3: making adequate yearly progress (AYP) for the LEP subgroup as described in Title I, Section 1111(b)(2)(B). The Title I minimum for a subgroup of 30 applies to this calculation.

- The 2012-2013 data from DESE indicates that the standards for AMAOs were met as follows:

AMAO 1: Met

AMAO 2: Not Met

AMAO 3: Not Met

Missouri has opted to join a group of states in a consortium (WIDA). As a result we will now administer the WIDA ACCESS Placement Test (W-APT) to all newly enrolled LEP students as well as the ACCESS language proficiency test administered in January/February of every year.

### Pertinent MAP Results As of September 2013

Mathematics	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Annual Proficiency Target	8.3	90.0	10.3	17.5	26.6	35.8	45.0	54.1	63.3	72.5	81.7	Na**
School Total (All Kids) Proficiency	29.5*	26.9*Y	32*Y	29.1*Y	54.1*Y	50.5*Y	52.9*Y	52.7*Y	56.2*Y	58.4*NP	63.25*G	60
LEP Proficiency	100	0	25	25	30.8	17.2	27.3*NP	35.3*CI	30.6*NP	16.7*NP	21.27*NP	25.7
Communication Arts	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Annual Proficiency Target	18.4	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7	Na**
School Total (All Kids) Proficiency	37.6*	34.4*Y	38.6*Y	39.8*Y	48*Y	43.3*Y	49.4*CI	52.5*G	55.4*NP	56.1*NP	62.4*G	62
LEP Proficiency	50	2	0	33.3	11.5	10.3	15.4*NP	23.5*SC	25*N P	15.0*NP	20.0*NP	15.4

\*\* Not available due to NCLB waiver

\*AYP MET Symbols:

Y Annual Proficiency Target Met

CI Annual Proficiency Target Met with confidence interval

G Annual Proficiency Target Met using Growth

S Annual Proficiency Target Met using Safe Harbor provision

SC Annual Proficiency Target Met using the confidence interval for Safe Harbor

AYP NOT MET Symbols:

N\* Annual Proficiency Target Met, but did not have a participation rate of at least 95%

NC Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%

NP Annual Proficiency Target Not Met

NN Annual Proficiency Target Not Met and participation rate was less than 95%

The ELL Program goals must be aligned to Camdenton R-III School District goals and MSIP requirements.

### **2013-2014 ELL Department SMART Goals:**

#### **AMAO 1:**

- K-12: 80% of Students will either score  $\geq 80\%$  or have  $\geq 25\%$  increase on ELL pull out classroom assessments from pre-test to post-test.
- 1-8: 80% of Students will either score at proficiency level for their grade or improve DRA, SRI and Acuity scores by 25% on end of year testing compared to beginning of the year testing

#### **AMAO 2:**



- 80% of students will increase ACCESS scores by one proficiency level and/or take a higher level test and maintain their score.

**AMAO 3:**

- 10% increase of proficient or advanced on MAP/EOC testing

<b>2013-2014 Program Strategies:</b> Increase language proficiency in ELL students.
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<b>ACTION STEPS 2013-2014:</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• IAPs will be submitted by Oct. 10<sup>th</sup> and goals will be measurable.</li><li>• Academic vocabulary will be an area of focus in pull-out groups. Data will be collected on the use of academic vocabulary and included in end-of-the year data collection.</li><li>• Parent contact will be made after a student accrues more than 5 absences.</li></ul> |
|---|

DRAFT

**DATA:**

Teachers provide direct services to 75 Limited English Proficient (LEP) students and monitoring services to 17 students. This includes 9 students who are considered immigrants and 5 students who are considered homeless. DESE considers students who have been in the USA  $\leq 3$  years immigrants. 10 students were dismissed from the program since last year, but still attend school in the district. Eight students who were identified as LEP last year no longer attend school in this district. At this time, our program is full. The students exiting the program are still considered LM, but do not receive services. A historical count follows:

**Yearly Count for Students Receiving Direct Services from September 2008- September, 2013**

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
08-09		10-S 1-C	5-S 1-R 1-U 1-P	4-S 1-R 1-U	4-S	3-S	2-S 1-V	4-S 1-R	1-S	3-S	3-S 1-R	1-S 1-P	2-S 3-R	3-S	58
09-10	5-S 1-C	5-S	9-S 2-C	6-S 1-T 1-U	5-S 1-R	3-S	4-S 1-R	4-S 1-V	5-S 1-R 1-C	2-S	3-S	3-S 1-R	2-S	6-S 3-R 1-T	77
10-11	2-S	8-S 1-K 1-U 1- Cz	4-S 1-R 1-F	6-S 1-C	6-S 2-T 1-V 1-U	6-S 1-R	4-S 1-R	4-S 1-R 1-F	7-S 1-V	1-S 1-R 1-C 1-F	3-S	4-S	3-S 1-R	1-S 1-T 1-R	83
11-12	4-S 1-H	7-S 1-U 1-H	10-S 1-C 1-F	3-S 1-C 1-L 1-H	4-S 2-C	8-S	5-S	3-S	3-S 1-F	3-S	5-S 1-F 1-C	5-S	2-S	0	69
12-13	6-S	9-S 2-R 1-H	7-S 1-U	8-S 1- CZ	2-S 1-C 1-L	5-S 1-C	6-S	3-S	4-S	2-S	3-S 1-C	3-S 1- FA	4-S 1-FA	0	67
13-14		11-S 1-K	12-S 2-R	8-S 1-U	8-S 2-K 1-Cz	4-S 1-R 1-C	3-S	3-S	3-S	2-S	2-S	2-S	5-S	2-S 1- FA	75

**Historical Perspective by Language 2007- September 2013**

Year	Bulgarian (B)	Chinese (C)	French (F)	German (G)	Indian (I)	Korean (K)	Mongolian (M)	Phillipino (P)	Russian (R)	Spanish (S)	Tagalog (T)	Ukrainian (U)	Vietnamese (V)	Czechoslovakian (Cz)	Latvian (L)	Hindi (H)	Farsi (FA)
07-08	1					1		2		53		2	1				
08-09		1						2	7	45		2	1				
09-10	1	4							8	68	3	1	1				
10-11		2	3			1			7	62	3	2	2	1			
11-12		5	3							62		1			1	3	
12-13		3							2	56		1		1	1	1	2
13-14		1				3		34	3	65		1		1			1

Having more ELL students in the regular classrooms requires more modifications, accommodations and differentiated instruction from the general education classroom teacher and ELL teacher in order for the students with lower skills in English to be successful. The following charts show the ELL distribution by building in the district.

### EP Distribution by Building from 2009-10 to 2013-14 for Direct and Monitoring Services

2009-2010 LEP (direct and monitoring) The distribution of students is as follows: As of the end of October, 2009, with monitoring in ( )

	P K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW		2	3	6											11
HE					5 (1)	2 (1)									1 (2)
OB	6	3	6	2 (2)	1	1									19 (2)
HD			2												2
OR							5 (3)	5							10 (3)
MS									7 (1)	2 (1)					9 (2)
HS											3	4	2	10	19
total														total	77 (9)

2010-2011 LEP (direct and monitoring) The distribution of students is as follows: As of the end of October, 2010, with monitoring in ( )

	P K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	2	4(1)	3(1)	2(1)											11(3)
HE					6	6(1)									12(1)
OB	5	6	1	4(2)	6(2)	1									18(4)
HD		1		2(2)											3(2)
OR							5(2)	6(3)							11(5)
MS									7(3)	7(3)					14(8)
HS											5(2)	4	3	2	14(2)
total														total	83(25)

2011-2012 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2011, with monitoring ( )

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	1	5	7(3)	2 (1)											14 (5)
HE					4 (1)	6 (1)									10 (2)
OB	5	4	4 (1)	4	2 (1)	2 (3)									16 (10)
HD			(1)	1											1 (1)
OR							5 (1)	3 (1)							8 (2)
MS									4 (2)	3 (4)					7 (6)
HS											6(3)	5(1)	2(2)	(1)	13 (7)
														total	69 (33)

2012-2013 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2012, with monitoring ( )

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	(1)	4	5	5(2)											14(3)
HE					2	4									6
OB	(6)	8	3	3	1(1)	2									17(7)
HD				1	1										2
OR							6(2)	3(1)							9(3)
MS									4(1)	2(2)					6(3)
HS											4	4(4)	5(1)	(3)	13(8)
														total	67 (24)

2013-2014 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2013, with monitoring ( ).

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW		6	7 (1)	5 (1)											18(2)
HE					7 (2)	2									9(2)
OB		6	7	4	3(1)	3									23(1)
HD					1	1									2
OR							3	3(2)							6(2)
MS									3	2(3)					5(3)
HS											2	2(1)	5(4)	3(2)	12(7)
														total	75 (17)

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STATE AND FEDERAL GRANTS / PROGRAMS

SUMMARY Program Name: Title VI.B

Director: Mr. Ryan Neal

State	<input checked="" type="checkbox"/> Federal	Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2013-2014: \$70,000.00

Local Match Required: \$0

General Description of Services Provided:

Salaries and Benefits Covered: \$13,729.63	Amount Budgeted: \$13,769.63
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(6100 and 6200)

<u>Position</u>	<u>Building</u>
Paraprofessional	Oak Ridge Intermediate

(6300) Purchase of Service Activities	Amount Budgeted: 0.00
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(6400) Instructional Supplies and Material	Amount Budgeted: \$43,934.00
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<u>Activity</u>	<u>Recipient</u>	<u>BuildingBudget</u>
Acuity Assessment Software	District	\$43,934.00

(6500) Capital Outlay	Amount Budgeted: 0
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Description

Funding Expectations for 2014-2015: This funding stream varies by year. We have received funds through this stream in three of the last four years. Approximate expectation for 2014-2015 would be \$70,000.00.

**STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY**

**Program Name:** Title VII.B McKinney Vento: Homeless Education

**Director:** Mrs. Laura O'Quinn

<b>X State</b>	<b>Federal</b>	<b>Competitive Grant</b>	<b>X Entitlement</b>
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**Allocation for 2012-2013: \$18,820.74**

**Local Match Required: \$ 0**

**General Description of Services Provided:** \$18,820.74 has been allocated from federal funds for use in the 2013-2014 school year for students identified as homeless in the district. Approximately \$6,000 will be used to purchase a mobile lab which will be housed at the building with the highest amount of identified homeless students. The mobile lab will also be made available for identified students that may not have access to a computer during after school hours. Plans include using future funds to add one mobile lab per year until all buildings are equipped. Approximately \$7,000 will be used as stipends to pay staff members recognized as Homeless Building Representatives in Dogwood, Hawthorn, Oakridge, Osage Beach, Hurricane Deck, Middle School, and High School. These representatives will be responsible for updating building homeless lists, monitoring and providing support to families experiencing homelessness. The remaining \$6,000 will be used as needed to help identified students with basic supplies, as well as medical and counseling needs.

<b>Salaries and Benefits Covered \$7000</b>	<b>Amount Budgeted: \$7000</b>
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**(6100 and 6200)**

<u>Employee's Name</u>	<u>Position</u>	<u>Building</u>

<b>(6300) Purchase of Service Activities</b>	<b>Amount Budgeted: \$</b>
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<u>Activity</u>	<u>Recipient</u>	<u>Building</u>

<b>(6400) Instructional Supplies and Material</b>	<b>Amount Budgeted: \$11820.74</b>
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<b>(6500) Capital Outlay</b>	<b>Amount Budgeted: \$0</b>
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**Description**

**Funding Expectations for 2013-2014: At least \$18,820.00 but dependent on the homeless population of our school district.**