

# Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education  
County District and School Numbers in the table below.

*To complete text areas click in grey box and type*

District Name:	Columbus Public Schools
County Dist. No.:	71-0001
School Name:	North Park Elementary
County District School Number:	71-0001-006
School Grade span:	K-4
Preschool program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is part of the Schoolwide Plan. (Mark appropriate box.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Robert Hausmann
School Principal Email Address:	hausmannr@discoverers.org
School Mailing Address:	2200 31st St., Columbus, NE 68601
School Phone Number:	402-563-7070
Additional Authorized Contact Person (Optional):	Jason Harris and Laurel Newman
Email of Additional Contact Person:	harrisj@discoverers.org newmanl@discoverers.org
Superintendent Name:	Dr. Troy Loeffelholz
Superintendent Email Address:	loeffelholtzt@discoverers.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p><b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i></p> <p><u>Brenda Preister</u> <u>Robert Hausmann</u> <u>Laurel Newman</u> <u>Jason Harris</u> <u>Amy Romshek</u> <u>Misty Liakos</u> <u>Michelle Bauer</u> <u>Melissa Jelinek</u> <u>Christine Church</u></p> <p>_____</p> <p><u>*These were members of the original Planning Team.</u> <u>This year's updates were completed by Laurel Newman</u></p> <p>_____</p>	<p><b>Titles of those on Planning Team</b></p> <p><u>Parent</u> <u>Principal</u> <u>Title 1 Teacher</u> <u>Director of Student Services</u> <u>Director of Curriculum &amp; Instruction</u> <u>4th Grade Teacher</u> <u>2nd Grade Teacher</u> <u>ELL Teacher</u> <u>SPED Teacher</u></p> <p>_____</p> <p>_____</p> <p><u>Title 1 Teacher</u></p>
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<b>School Information</b> <i>(As of the last Friday in September)</i>		
Enrollment: 309	Average Class Size: 16	Number of Certified Instruction Staff: 20
Race and Ethnicity Percentages		
White: 38 %	Hispanic: 56 %	Asian: 1 %
Black/African American: 2 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 2 %
Other Demographics Percentages		
Poverty: 65.70 %	English Learner: 28.16 %	Mobility: 14.24 %

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NeSA, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	X
NWEA (MAP)	X
DIBELS	X

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Place documentation in corresponding folder on flash drive to support the narrative.*

### 1. Comprehensive Needs Assessment

<b>1.1</b>	<i>Please provide a narrative below describing how disaggregated data was used in the analysis from the needs assessment to plan instruction. Provide supporting documentation in the corresponding folder.</i>
<b>North Park Elementary uses assessment data to identify the needs of all</b>	

children. The achievement data used at North Park includes DIBELS, NWEA, and NSCAS. At North Park, student data is disaggregated by subgroups and is used for making instructional decisions. The subgroups for which North Park disaggregates the data includes the following: All Students, Free & Reduced Lunch, Special Education, and English Learners (ELs). North Park has established a data team tht works together to gather and interpret the data and bring it back to grade-level teams. The data is then discussed with staff during scheduled MTSS staff meetings throughout the school year. This information is also brought to PLC Team meetings for additional support/ideas/and strategies. Moreover, teachers are provided training in ASOT (Marzano's Arts & Science of Teaching) to enable them to focus on instructional techniques, which further enhances students' social and academic successes. Disaggregating data enables us to better serve our students and meet individual needs.

**DIBELS - The DIBELS Data System is a web-based database that North Park uses to enter student performance results and create reports**

1.2

*Please provide a narrative below that describes how the building gathered information from parents and community to identify the needs of the school. Provide supporting documentation in the corresponding folder.*

**based on scores from DIBELS. The data system tracks and measures progress at the student, class, school, and district levels. Reports are created as soon as scores are entered, which provides immediate feedback and allows for timely decision-making.**

**DIBELS measures are specifically designed to assess five early literacy components: phonological awareness, alphabetic awareness, vocabulary, comprehension, and fluency with connected text. The DIBELS measures link together to form an assessment system of early literacy development that allows educators to readily and reliably determine student progress. Teachers utilize DIBELS data reports to make instructional decisions about children's reading performance. DIBELS is administered three times a year to assist teachers in decision making.**

**NWEA - NWEA Measures of Academic Progress (MAP) are state-aligned, computerized assessments that provide accurate, useful information about student achievement and growth. NWEA classroom resuources help teachers directly apply test results to instructional planning. NWEA provides immediate results on student achievement. NWEA reports allow**

teachers to investigate the impact they are making on each student's learning. Teachers use the test results and apply data to determine the educational needs of individual students. NWEA is administered twice a year. Practice assessments can also be used more often in the classroom to help students review and address specific learning-strand competencies.

**NSCAS - NSCAS is a series of summative tests that promote accountability to meet state and federal requirements. At North Park, NSCAS tests are given to students in 3<sup>rd</sup> and 4<sup>th</sup> grades in the spring to measure learning standards in English language arts and math. NSCAS replaces NeSA (Nebraska State Accountability) in spring.**

**\*Provides growth and feedback to students and parents**

**\*Measures program success and effectiveness**

**\*Informs curriculum development and revision**

#### **NORTH PARK MOBILITY DATA ANALYSIS & IMPLICATIONS**

When analyzing the mobility data, we found that the percentage of students entering and exiting North Park throughout the years had increased, and this was a concern to the staff. As a district, we see the importance of keeping students in the same school, as this consistency enhances and supports student learning. When families move within the district from one neighborhood to another, we encourage parents to keep their children at their original school so learning is not interrupted. North Park's mobility rate did drop in the 2017-2018 school year from 15.14% to 14.24%.

**TRANSITIONS - Students who enter North Park are usually placed in the classroom with the lowest number of students. However, another consideration is grade placement, relative to the mobility of the student, and the instruction he or she may have missed. We also consider a child's skill level before placement, and this is discussed with parents prior to placement. Parents and students are given a handbook describing school/district policies. If possible, students and parents are also introduced to the principal, counselor, and classroom teachers. Moreover, students are given a school tour. Because DIBELS is district-wide, students' scores can be transferred through the DIBELS database to other district schools, which also helps in the transition process. Students entering our school are assessed to determine if there is a need for placement in an intensive reading program. Our goal is to meet their**

**literacy needs as soon as possible. Our district has established a smoother transition by designating a district-wide scope and sequence, which is correlated to the Nebraska Standards and our corresponding curriculum. This scope and sequence prevents duplication of learning for students moving within the district.**

**In document folder 1.1, you will find the following items: Professional Development Calendar, K-2 and 3-6 Decision Rules, DIBELS, NWEA MAP, and NSCAS Indicators/Reports, RtI Decision Rules, and ELL, Free & Reduced, Mobility, and Special Education Reports.**

## **1.2 Narrative**

**For the 2017/2018 school year, AdvancED came to Columbus Public Schools and conducted the Climate and Culture Parent Survey as part of the accreditation process. Response numbers varied from school to school; however, the goal was to gather parent/community input in order to identify specific needs in each school. The results of these surveys were shared with school principals and staff to allow for more informed decisions in meeting the needs of students and families. In addition, a group of parents from each building held a round table discussion and then were provided with a questionnaire for the goal of understanding school culture and areas of needed improvement.**

**Each school year, North Park forms a PTO for the purpose of unifying teachers, parents, and families. At the first meeting of the year, the Title 1 Plan is shared with all attendees. Explanations are given relative to student interventions, the school's Compact, the meaning and purpose of the Title 1 Plan, and the goals for meeting the needs of all students. Parents are also given a copy of the Title 1 Parent and Family Member Engagement Policy.**

**North Park also holds several activity nights, special gatherings, and award ceremonies for students and parents to attend. At the monthly celebrations, various members of the community are invited to share information and promote community and educational opportunities for families that occur throughout the school year.**

**Documentation Folder includes the following: Title 1 Parent Meeting sign in sheet, PTO Meeting Minutes, AdvancED parent survey results, Title 1**

**Parent & Family Member Engagement Policy, Assembly Calendar, and pictures representing Family Night events.**

**Documentation Folder 1.2 includes the following: NP Parent Survey, Title Parent and Family Engagement Policy, Title 1 Parent Meeting Sign-In Sheet, Family Night Sign-In Sheets**

**1.3**

*Please provide a narrative below that explains how the Continuous School Improvement Plan identifies ongoing improvement efforts. Provide supporting documentation in the corresponding folder.*

**The Columbus Public Schools district wide improvement plan was developed through the combined efforts of school administrators, staff, parents, and community members. Specific measurable achievement goals and targets are linked to the school improvement target area objectives and state standards for all students. Our professional development plan is in place to reflect the targeted needs of all students and teachers through the identified strategies. Supported by ongoing professional development activities, all teachers will employ a variety of effective, research-based instructional strategies over the coming years. These include but are not limited to the following: Explicit Instruction, Professional Learning Communities, Developing Common Assessments, and RTI/MTSS.**

**Additionally, Columbus Public Schools teachers meet as district grade level and department teams to collaborate and analyze building and district achievement data. These district collaboration meetings occur on a monthly schedule throughout the school year. This year, each school also collaborated to determine K-2 and 3-4 school goals in response to data analysis for the purpose of focusing on and addressing specific needs we see within our school populations.**

**North Park teachers and staff receive on-going professional development in the following areas:**

- \*Art & Science of Teaching (ASOT)**
- \*DIBELS Next program**
- \*Reading Template Instruction**
- \*Comprehension Instruction**
- \*Vocabulary Instruction (Anita Archer)**
- \*Well-Managed Classroom**
- \*Instructional Theory into Practice**

- \*Practices for Student Success**
- \*Professional Learning Communities**
- \*Instructional Technology**
- \*Response to Intervention**
- \*Six-Minute Solutions**
- \*Project Para**
- \*L to J**
- \*On-going trainings to meet the specific needs of students**

**Documentation Folder 1.3 includes the following: CPS District Wide Improvement Plan, North Park K-2 and 3-4 Learning Goals, CPS Professional Development Calendar, CPS Professional Performance Model, District Monthly Collaboration Calendar**

## **2. Schoolwide reform strategies**

<b>2.1</b>	<p><i>Please provide a narrative below that describes the strategies in the schoolwide plan to address the needs of all children, particularly those at risk of not meeting the challenging state academic standards and how the school regularly monitors and revises the plan based on student needs. Provide supporting documentation in the corresponding folder.</i></p>
<p><b>Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure proficient and advanced levels of achievement for all students from all demographic groups. After DIBELS Next assessments are administered, teachers collaborate to identify areas of concern with foundational reading skills, fluency, and retell. After the MAP assessment, teachers collaborate to disaggregate strand data, which helps them to determine group placement and needed interventions/enrichments.</b></p> <p><b>After the district receives State Test Reading results, teachers from across the district meet in grade level teams to analyze data. Teachers and administrators discuss results and make instructional decisions based upon the data. School Improvement plans are created and SMART goals are written based upon data results.</b></p> <p><b>Progress Monitoring occurs weekly for students who have been identified through assessments to be at risk. The Title 1 teacher analyzes this data on a weekly basis and takes the data to weekly MTSS teams for further input, discussion, and establishment of strategies to meet the on-going</b></p>	



**needs of the students.**

**Grade level PLC/Data teams (MTSS teams) have been established. The teams include specific grade level teachers, Title, EL and Special Education teachers, our school Counselor, and our Principal. Teams meet regularly to discuss student progress. Interventions are discussed and modified based upon student progress and data.**

**Multiple strategies based on scientific research are used to provide additional assistance to identified needs of targeted populations and individual students who are failing or at-risk of failing to make progress on standards, as well as to students moving toward the advanced levels. The strategies used include the following.**

- DIBELS Progress Monitoring**
- SIPPS Intervention Program**
- Phonics for Reading**
- Template Reading Instruction**
- Six Minute Solution**
- 7 Syllable Types**
- Imagine Learning English**

**Multiple strategies address the needs of all children at North Park, but they particularly meet the needs of low-achieving children and those at risk of not meeting the state standards through counseling, student services, mentoring, and innovative teaching methods such as applied learning and team-teaching strategies. The plan addresses how North Park will determine if such needs are being met.**

**Beginning with the 2011-2012 school year, North Park scheduled Enrichment/Intervention (WIN; What I Need)) time at each grade level during the school day. All students in grades K-4 have 40 minutes of WIN time built into their schedules. During WIN time, students who are performing at or above grade level receive enrichment in the area of Language Arts and/or Math. Students who are low-achieving and at risk of not meeting the state standards receive interventions in their specific area of literacy/reading need. Classroom teachers, Specialists, and Para Educators provide the enrichment and interventions during the scheduled times.**

**To ensure that goals and objectives are being met at each school in**



**Columbus, Title 1 teachers and school principals meet together throughout the year to review student progress, measure student growth, identify areas of strengths and weaknesses, and determine future placement for intervention students. A district tracking form is also completed by the Title teacher quarterly to better understand student progress.**

**Documentation in Folder 2.1 includes the following: CORE Phonics Survey Results example, North Park Bi-monthly Intervention Tracking Form example, District Intervention Tracking Form example, Tier 2 Intervention Chart, Rtl Decision Rules K-2, Rtl Decision Rules 3-6, CPS Professional Development Calendar, Tier 2 & 3 Decision Rules Flow Chart.**

### **3. Qualifications of instructional paraprofessionals**

**3.1** *Please provide a narrative below explaining the procedure used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.*

**Paraprofessionals meet the ESEA/ESSA requirements by meeting one of the following criteria: 1) Holding an Associate or Bachelor's Degree 2) Passing Project Para. Paraprofessionals are included in professional development provided to other staff members. Moreover, they are provided introductory and ongoing training specifically designed for paraprofessionals. Official transcripts and Project Para certificates are on file with CPS Human Resource Department.**

**Documentation folder 3.1 includes a list of North Park's paraprofessionals and their qualifications. Additionally, there is a list of the trainings they have attended.**

### **4. High quality and ongoing professional development**

**4.1** *Please provide a narrative below explaining how professional development and other activities for teachers to improve instruction and use of data from academic standards is provided for your school. Provide supporting documentation in the corresponding folder.*

**The entire school community, all certified staff and paraprofessionals, participates in ongoing, high quality professional development focused on**

proven effective strategies geared to help our students become proficient to meet grade level standards.

Beginning with the 2011-2012 school year, the Columbus Public School District adopted a calendar in which there is an early release on Wednesdays. The Wednesday time is dedicated to collaboration between grade level teachers across the CPS District. North Park teachers participate with their peers to collaborate regarding instruction, curriculum, assessments, data, areas of concern, and/or identifying/gathering materials from online resources.

#### **Professional Development Plan**

Columbus Public Schools has an ongoing professional development plan in place to meet the targeted needs of all students and teachers. The current Professional Development and Collaboration Schedule is attached within the folder.

Documentation Folder 4.1 includes the following: CPS Professional Development Calendar, Professional Growth and Training Policy, New Teacher Trainings 2018-2019/, CPS Teacher Mentoring Policy.

### **5. Strategies to increase parental and family engagement**

**5.1**

*Please provide a narrative below explaining how the school-parent compact is jointly developed with parents. Provide supporting documentation in the corresponding folder.*

**At North Park, we have an active Parent/Teacher Organization. At each meeting, opportunities for parent input are given. Additionally, at our first PTO meeting, we share the Title 1 and School Improvement plans with parents. Parents and community members are members of North Park's Title 1 School Improvement Team. A compact for learning has been developed for North Park Elementary. Teachers, parents, and students were actively involved in developing the compact. The compact is reviewed annually at the first parent meeting. Each student is given a compact to be signed by the student, the student's parent/guardian, and the student's teacher. The compact is kept on file at the school. North Park's Learning Compact addresses how the components of the parent compact are in place to ensure that all parties are fulfilling their roles and**

responsibilities.

**Documentation Folder 5.1 includes the following: Title 1 Learning Compact in English and Spanish, Parent Relations Goal Policy, and Professional Growth and Training Policy.**

**5.2** *Please provide a narrative below explaining how the school level Title I Parent and Family Engagement Policy or Procedure was developed with parent and family input. Provide supporting documentation in the corresponding folder.*

**Columbus Public Schools Board of Education has an approved Parent Involvement Policy that meets all Title 1 and ESSA requirements. The School Board presented the Policy at three consecutive board meetings for parental input. This district policy governs all schoolwide Title Buildings within the district. Jointly developed with parents, the school-parent compact outlines shared responsibility for improved student academic achievement. The compact is shared with parents at the first meeting of the year.**

**Documentation Folder 5.2 includes the following: Title 1 Parent and Family Member Engagement Policy, Parent/Guardian Involvement and Participation Policy , Parental and Family Involvement in the Schools Policy, Title 1 Learning Compact in English and Spanish, PTO minutes and PTO meeting sign in from the first PTO meeting of the year.**

**5.3** *Please provide a narrative below explaining how, when and where the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.*

**The Columbus Public School District has developed a Parent Involvement Policy, which has been approved by the Columbus Public School Board of Education. All Title 1 Schools in the Columbus Public School District follow this policy. In addition to the CPS District Policy, North Park Elementary has developed a learning compact. Shareholders who were a part of developing the compact and who are responsible for reviewing the compact annually include students, parents and North Park Staff.**

**Our school has several activities throughout the year such as family movie night, Book Bingo Night, Family Pumpkin Decorating, and more. Additionally, there are parent invitations for school assemblies, invitations**

to attend classroom parties, PTO meetings, and parental support groups. These activities and communications are aimed at involving parents in their child's education and also informing parents about the curriculum and programs that are available to support their child's literacy. All school-wide written communication to parents, along with phone calls home, are translated to Spanish so that parents receive this information in their native language.

Documentation in Folder 5.3 includes the following: Parent/Guardian Involvement and Participation Policy, North Park monthly newsletter examples in English and Spanish, PTO sign in sheet for Title Meeting, PTO Meeting Minutes, sample invitations to monthly events, and the Title 1 Learning Compact in English and Spanish.

## 6. Transition Plan

**6.1** *Please provide a narrative below explaining the school's transition plan from early childhood education program(s) to the elementary school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**North Park has developed a transition plan, which addresses the needs of students who are new students to North Park. A part of this plan includes the transition of kindergarten students. North Park provides a variety of opportunities for new students and parents to meet and interact with the teachers and school staff who will be a part of the Kindergartners' daily schedule. These opportunities include Kindergarten Registration, Open House, Kindergarten Parent Meeting, and Kindergarten Student Orientation.**

**The CPS Kindergarten teachers developed a transition plan for the first days of kindergarten. A Kindergarten Parent Meeting is held the day before Kindergarten students begin. Parents are given a choice of attending a morning or an evening meeting. Kindergarten students are divided into two groups. One group of students attends a full day of kindergarten on the first day of school, and the second group of students attends kindergarten on the second day of school. During these days Kindergarten teachers, EL teacher, Title 1 teacher, Sped teachers, and paraprofessionals interact with all of the students and collect data. District assessments such as Phonemic Awareness Checklist, Woodcock Munoz,**

**and the Language for Learning Placement Test are administered. Students are introduced to routines such as restroom procedures, lining up, lunchroom, and playground procedures. At the end of the second day Kindergarten teachers, specialists, and our principal meet to review the data that is collected. Students are then divided into Kindergarten classrooms.**

**The Kindergarten Transition Plan is reviewed in August following Kindergarten Orientation. Kindergarten Teachers from across the District meet and discuss changes that need to be considered for the following school year.**

**Kindergarten Transition – In lieu of a traditional kindergarten round-up, our district has incorporated a kindergarten transition schedule at the beginning of each school year. During the first two days of school, kindergarten students have a modified schedule. This allows kindergarten teachers the opportunity to assess students and learn about their individual needs. This information serves as the basis for assigning students to their homeroom classrooms. During this transition time, students learn about the kindergarten schedule and routines. Kindergarten teachers also hold parent meetings during this time to inform parents of the kindergarten curriculum and expectations.**

**Documentation Folder 6.1 includes the following: Welcome to Kindergarten Postcard in English and Spanish, North Park Kindergarten Welcome powerpoint, CPS Welcome to Kindergarten Packet in English and Spanish, and the North Park February Newsletter in both English and Spanish tht includes Kindergarten Welcome and Registration Information.**

**6.2** *Please provide a narrative below explaining the school's transition plan from elementary to middle school. (Not required for middle or high school programs) Supporting documentation may also be placed in the corresponding folder.*

**In May, the middle school counselors visit North Park to speak to the 4<sup>th</sup> grade students about classes and opportunities available to them at the middle school. Approximtely a week later, they are invited to spend the day at the middle school. Once there, they have the opportunity to meet with future teachers and become acquainted with the school. Additionally,**

the grade school, Title 1 teachers send all test results (DIBELS, CORE Phonics Surveys, and District Intervention Tracking Form Information) up to the middle school. Moreover, the 4<sup>th</sup> grade teachers fill out information cards for each student to help the middle school teachers with proper placement of students. Our Special Education teachers also meet with the 5<sup>th</sup> grade Special Education teachers to review IEPs, discuss goals, recommend class placement, and identify supports needed to ensure success for our special education students. Finally, the special education teachers create and implement a schedule that allows our 4<sup>th</sup> grade students who will be entering the life-skills program to begin taking day-trips and spending time at Columbus Middle School. This lets those students meet teachers and future classmates, understand the schedule they will follow, learn the layout of the school, and have possible anxiety alleviated early. These steps have been created to further the confidence and success these students will experience.

Documentation Folder 6.2 includes the following: the 4<sup>th</sup> grade Informational Letter sent to families, the 4<sup>th</sup>-5<sup>th</sup> grade move-up emails, and a copy of the life-skills transition calendar.

6.3	<i>Please provide a narrative below explaining the school's transition plan from middle school to high school. (Not required for elementary or high school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<b>N/A</b>	
6.4	<i>Please provide a narrative below explaining the school's transition plan from high school to postsecondary education. (Not required for elementary or middle school programs) Supporting documentation may also be placed in the corresponding folder.</i>
<b>N/A</b>	

## 7. Strategies to address areas of need

7.1	<i>Please provide a narrative below explaining how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p><b>North Park's Title 1 plan provides opportunities to increase learning time within the instructional day. Beginning with the 2011-2012 school year North Park Elementary scheduled Enrichment/Intervention (WIN) time at each grade level during the school day. All students in grades Kindergarten-Fourth have 40 minutes of WIN time built into their schedules. During WIN time students who are performing at or above</b></p>	

**grade level receive enrichment in the area of Language Arts or Math. Students who are low-achieving and at risk of not meeting the state standards receive interventions in their specific area of need. Classroom teachers, Specialists, and Para Educators provide the Enrichment and Interventions during the scheduled times.**

**North Parks's Title 1 plan provides multiple opportunities to extend or increase learning time beyond the instructional day. These opportunities are supported through staff collaboration and planning. These extended school year opportunities include, but are not limited to, the following programs: Summer School, Destination Imagination, ELL After School Support (Imagine Learning), at-home AR (Accelerated Reader Program), and the North Park After School Program.**

**Documentation Folder 7.1 includes the following: CPS Summer School registration letter in English and Spanish, North Park's Master Schedule with WIN times, Parent/Guardian Involvement and Participation Policy, Columbus After School program information, After School Program Application, Title 1 Services Schedule, Summer Tutoring letter and enrollment form in English and Spanish, CPS Tutor List, and a picture of North Park's Accelerated Readers Wall.**

## **8. Coordination & integration of Federal, State and local services & programs**

**8.1**

*Please provide a narrative below explaining how coordination and integration of Federal, State and local funds are used to support student learning. Supporting documentation may also be placed in the corresponding folder.*

**Federal, state, and local funding sources are blended with Title I funds to provide the students and families with programs that supplement instruction. Grant funds available to each school-wide Title I buildings vary from year to year. Prioritization of Title I funding and Title IIA funding provide the following to school-wide Title I buildings: a reading interventionist, classroom assistants, professional development, and parental involvement.**

**Documentation Folder includes the following: GMS Budget**



