

District Proposed Integrated Action Plan for FY24

Each year NUSD creates an Integrated Action Plan outlining how grant funding from Title 1, Rural and Low, and Title III allocations will be used to improve academic achievement for all students. Below is a summary of that plan. NUSD invites all stakeholders to provide comments and suggestions. Please send those to kscott@nUSD.k12.az.us

Thank you in advance for your review of the plan and taking the time to comment on the action steps proposed.

The District Integrated Action Plan has six principles:

1. Effective Leadership
2. Effective Teachers and Instruction
3. Effective Organization of Time
4. Effective Curriculum
5. Conditions, Climate & Culture
6. Family and Community Engagement

For each principle, there are strategies that outline what NUSD will do to improve academic achievement for all students with a focus on what strategies will be used to close the achievement gap between general education students and the subgroups of English Language Learners and SPED (Special Education) students. The IAP outlines what actions will be taken using Title 1 and Rural and Low grant funding. These are called Action Steps, and the Action Steps are what you as a member of the planning committee are asked to review and to modify, if you feel there needs to be a modification.

Action Steps:

1. **Equitable Distribution of Funds;** All sites will receive equitable Title 1 funding This means that once an allocation to Title 1 is made and the allocations needed at the District level are taken out, then the remaining amount is divided by the number of students in K-12. That amount is the base allocation for all 10 sites and NUSD online. The number of students in poverty at each site used to allocate what that site receives from Title 1. For example, if the per pupil amount for FY24 is \$200, and X school has 392 students in poverty – as determined by the income verification form from FY23 each school submits -- then X school received \$76,400 for its site from Title 1. X school first takes out required expenses for addenda for Galileo and/or DIBELS. In addition, if X school is a middle school or NHS, it must take out salaries for a Title 1 math teacher (NHS has two) and computer technician or specialists. Schools that pay for extended-time instruction (tutoring) must subtract those addenda plus fringe benefits. Then,

whatever is left, the principal, working with his or her team, decides how to spend the remaining amount, which must follow Title 1 guidelines on what can be purchased. Schools often use the remainder to purchase more computing devices, additional parent engagement supplies beyond what the District itself provides, and training/travel for teachers and/or non-teaching staff such as administrators or counselors. Some sites have additional addenda for translation, or overseeing tutoring personnel, or a math specialist.

2. Action Steps taken from District Title 1 and Rural and Low grants:
 - a. **Grant Director's Salary:** The salary of the NUSD Grant Director who works with sites, private schools, and ADE on state and federal projects
 - b. **Training and Travel expenses for District and Site Administrators/Counselors:** The costs of trainings, workshops, and conferences both off-site and within NUJSD. If the training, workshop, or conference is not at NUSD, there are allocations for the travel costs to include mileage, meals, hotels, and other costs such as parking and shuttle services. There is a specific manual issued by the State, which sets the maximum amount that can be paid from the grant for these travel expenses.
 - c. **Allocations for homeless students:** The Title 1 grant mandates that a certain amount of the grant must be spent on students in homeless status. NUSD allocates this funding to purchase items for homeless students to include uniforms, other clothing, school supplies and hygiene items. Note: NUSD has three additional grants for FY24 that providing funding for homeless students in addition to what is spent using Title 1 McKinney-Vento allocations.
 - d. **Effective Use of Technology:** Rural and Low grant funding pays for professional development at each site on how to effectively use technology as part of the curriculum.
 - e. **Blended Learning:** NUSD uses a large portion of its share of the Title 1 funding to purchase online programs such as Imagine Learning and Achieve3000. These programs provide online practice and instruction in reading and/or math, which allows for differentiation of instruction depending on the skill level of each student. These programs are used in conjunction with direct teaching to help all students master the standards in reading and math and to reach proficiency on the state assessments. The programs are called "blended learning" since they are used in conjunction with direct teaching, interventions during the school day, and extended-time learning such as tutoring or summer school.
 - f. **Readings on relevant topics:** Rural and Low uses a portion of its allocation to purchase books for administrators. These readings are designed to assist site, district, and governing board members in a wide variety of topics. The goal is to provide all administrators with the skills necessary to have all students, staff, and

parents/community members, and governing board members work together to increase the academic and social/emotional wellbeing of all students.

g. Support personnel:

- i. **Reading coaches:** The District Title 1 allocation pays for a reading coach at each elementary school to work with all staff/administrators to increase reading fluency and to use assessment data to drive changes in reading strategies as needed to increase reading proficiencies for all students.
- ii. **Reading specialists:** Each elementary school has a reading specialist who works with students in interventions and who helps with reading assessments to increase reading proficiencies for all students.
- iii. **Kindergarten aides:** The District Title 1 funding pays for a kindergarten aide at each elementary school. There is roughly one aide for every two-kindergarten teachers at a site.
- iv. **English Language Learning aides:** The District portion of the Title 1 grant pays an aide to work with English Language Learners at the elementary level.
- v. **Salary differentiation for Desert Shadows MS, Wade Carpenter M.S., and Nogales High School Title 1 math teachers.** The sites' Title 1 allocation pays for a Title 1 math teacher (NHS has two), but that amount is set by the lowest paid from these four. For the other three, regardless of where they work, the difference in salary is paid from the District Title 1 allocation. For example, if the lowest paid of the Title 1 math teachers earn \$39,800, then all the sites with a Title 1 math teacher pays that amount. If a Title 1 math teacher at a different site than where the lowest pays work is higher, the District Title 1 allocation pays that difference.
- vi. **Mentors for new and struggling teachers:** The District Title 1 grant pays an addendum for an elementary, middle school, and high school mentor to work with new and struggling teachers to provide guidance and professional development to help them be successful with all students.
- vii. **Writing Specialists:** The District provides an addendum for all sites to have a writing specialist who works with all teachers to improve writing across the curriculum.
- viii. **Supplemental materials, manipulatives, and instructional aids:** The District's Title 1 and Rural and Low grants provide all sites with supplemental supplies, materials, and instructional aids to enhance the delivery of instruction during class, interventions, tutoring, and summer school beyond what is given each site through the regular District funds. For example, sites will be provided supplementary workbooks for reading and math standards mastery, or with supplies to be used in core subjects

such as reading, math, social studies, and science beyond the regular textbooks and basic supplies provided for that particular class.

- ix. **Outside Consultants:** The District Title 1 allocation funds outside consultants to work with sites, especially with those in Targeted Improvement and Instruction (TSI) status to help administrators and staff improve reading and math proficiencies for all students. These consultants work at the individual sites or at the District office.
- x. **AP/IB testing fees:** The District Rural and Low grant provides help for students taking AP and or IB assessments by covering all or a portion of the fees for taking those assessments.
- xi. **Parent Engagement:** All Districts that receive Title 1 funding must set aside a specific amount of parent engagement. NUSD uses these funds to pay for a parent engagement coordinator at each site, the District Messenger system, and for the printing of materials to be mailed home to inform parents of programs and events.
- xii. **Private School allocations:** By federal law, a portion of the Title 1 grant must be allocated to the private schools within the NUSD boundaries. For NUSD that is Lourdes and Sacred Heart Catholic Schools. The amount given to each private school is based on the per pupil amount of the Title 1 grant. The allocation itself is set based on the number of students going to each private school that would have gone to an NUSD school based on their residency. The NUSD Grants Director works with the administrator of each private school to determine how the allocation will be spent, but this spending must follow the same guidelines as grant spending for the public schools.