



# **BATES ELEMENTARY SCHOOL**

**School Improvement Plan 2016-17**

# Salem Public Schools – School Improvement Plan

## I. Comprehensive Needs Assessment

Bates Elementary School is a K-5 school with 328 students. Our school vision reads “by focusing on the enhancement of the arts, by building a foundation for literacy and by maximizing the potential of the whole child, Bates Elementary School strives to guide our students beyond their creative horizons, surrounded by a safe, friendly, and child centered community.” Our school is committed to supporting the needs of all learners. We have three Therapeutic Support Classrooms, which support students with severe behavioral and emotional difficulties.

This comprehensive needs assessment was developed collaboratively by our Data Leadership Team (comprised of teachers, Instructional coaches, and administrators) and our School Council (comprised of parents, teachers, administrators, and community representatives). These groups reflect the diversity of perspectives and stakeholder groups in our school community.

As a school, we are optimistic about the gains that we made during the 2015-2016 school year. Achievement (CPI) in ELA has continued to grow over the past two years. Our CPI has grown from 70.9 (2014), to 76.4 (2015), to 79.7 (2016) - an 8.8 CPI point gain over the past two years. This year's ELA CPI was our highest in school history. Achievement (CPI) in Math has continued to grow over the past two years. Our CPI has grown from 76.9 (2014), to 79.8 (2015), to 82.1 (2016) - a 5.2 CPI point gain over the past two years. This year's Math CPI was our highest in school history. Our percentage of students in the "Warning/Failing" category has continued to drop over the past two years in ELA, Math and Science. The percentage of students in "Warning/Failing" has decreased over the past two years by 60% in ELA, 21% in Math, and 29% in Science. This year's Math and ELA "Warning/Failing" percentages were the lowest in school history. These data points are reflective of the positive movement that we are making as a school.

When diving deeper into our data, it is clear that we still have a long way to go as a school community, particularly in our science achievement and closing achievement gaps. Achievement (CPI) in Science dropped by 7 CPI points in 2016, and our overall achievement (CPI) in Science was significantly lower than our achievement in ELA and Math. Our Science CPI was 11.5 CPI points lower than our Math CPI and 9.1 CPI points lower than our ELA CPI. Also, a significant achievement gap still exist between "All Students" and our "High Needs Students." Between these two groups, there is an 8.7 CPI point difference in ELA, a 10.4 CPI point difference in Math, and a 7.5 CPI point difference in Science.

We strive to be an excellent school for all students. We are making significant gains in this direction, but need to improve our achievement in Science, close the achievement gap for our high needs learners, and push closer to 100% proficiency for Bates’ students to be considered an excellent school for all students.

English Language Arts				
	Academic Strengths		Academic Challenges	
	CPI	SGP	CPI	SGP
<b>All Students</b>	Overall - 79.8 Grade 5 – 81.9 Grade 4 – 76.6 Grade 3 – 81.1			Overall – 48 Grade 5 – 43 Grade 4 - 57
<b>LEP</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>SWD</b>			61.2	47

<b>Low Income</b>			70.2	47
<b>African American</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Asian American/PI</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Hispanic</b>			76.9	49
<b>Native American</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>White</b>	82.5			47

**Data highlights:**

Achievement (CPI) in ELA has continued to grow over the past two years. Our CPI has grown from 70.9 (2014), to 76.4 (2015), to 79.7 (2016) - an 8.8 CPI point gain over the past two years. This year's ELA CPI was our highest in school history.

Our percentage of students in the "Warning/Failing" category has continued to drop over the past two years in ELA. The percentage of students in "Warning/Failing" has decreased over the past two years by 60% in ELA.

<b>Mathematics</b>				
	<b>Academic Strengths</b>		<b>Academic Challenges</b>	
	<b>CPI</b>	<b>SGP</b>	<b>CPI</b>	<b>SGP</b>
<b>All Students</b>	Overall - 82.1 5 <sup>th</sup> grade – 81.4 4 <sup>th</sup> grade – 82.1 3 <sup>rd</sup> grade – 82.8	Overall – 62 5 <sup>th</sup> grade – 48 4 <sup>th</sup> grade – 78.5		
<b>LEP</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>SWD</b>		64	56	
<b>Low Income</b>			70.5	56
<b>African American</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Asian American/PI</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Hispanic</b>			77.6	59
<b>Native American</b>	Not enough	Not enough	Not enough	Not enough

	students tested to report.	students tested to report.	students tested to report.	students tested to report.
<b>White</b>	85.2			55

**Data highlights:**

Achievement (CPI) in Math has continued to grow over the past two years. Our CPI has grown from 76.9 (2014), to 79.8 (2015), to 82.1 (2016) - a 5.2 CPI point gain over the past two years. This year's Math CPI was our highest in school history.

Our percentage of students in the "Warning/Failing" category has continued to drop over the past two years in Math. The percentage of students in "Warning/Failing" has decreased over the past two years by 21% in Math.

<b>Science</b>				
	<b>Academic Strengths</b>		<b>Academic Challenges</b>	
	<i>CPI</i>	<i>Other data points</i>	<i>CPI</i>	<i>Other data points</i>
<b>All Students</b>			Overall - 70.6	
<b>LEP</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>SWD</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Low Income</b>			61.1	
<b>African American</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Asian American/PI</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>Hispanic</b>			64.3	
<b>Native American</b>	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.	Not enough students tested to report.
<b>White</b>			76.1	

**Data highlights:**

Our percentage of students in the "Warning/Failing" category has continued to drop over the past two years in Science. The percentage of students in "Warning/Failing" has decreased over the past two years by 29% in Science.

## School Accountability Data

	2016	2015	2014
Performance Percentile Ranking	34	33	27
Accountability Level	2	2	2

## II. School Action Plan

***Strategic Objective #1: Implement data cycles that include regular use of student level data to inform instruction to meet the needs of all learners.***

Data Practices						
Action Steps	Diverse Learners	Structures	CCSS Instruction	Lead	Start	Complete
1. Use formative data and science checkpoints to determine student progress.	X	X	X	Admin. Science Coach, DLT	Sept. 2016	June 2017
2. Plan at least 1 science field trip for all grade levels.				Teachers	Sept. 2016	June 2017
3. Provide Professional Development and coaching on highly effective meeting structures and facilitation.		X		Admin. Coaches, Teacher Leaders	August 2016	June 2017
4. Schedule, implement, support and monitor data inquiry cycles and "data check points" in ELA and Math		X		Admin, Coaches, Teacher Leaders, Reading Specialists	August 2016	June 2017
5. Integrate Common Planning Times, with Data Cycles to include ELA and Math data checkpoints and IST	X	X		Admin.	August 2016	June 2017
6. Conduct Data Meetings and develop targeted action plans that are focused on differentiating instruction, small group instruction and meeting the needs of our High Needs and ELL populations. Teachers will receive feedback on action plans from Instructional coaches, and our DLT will look at re-assessment data to monitor the effectiveness of action plans and feedback.	X		X	Admin. Coaches, Teacher Leaders, Teacher	August 2016	June 2017

7. Provide Teacher-Led Professional Development to showcase best instructional practices.	X	X	X	Admin. Coaches, Teacher Leader, Teachers	August 2016	June 2017
8. Conduct efficient and effective Team meetings( Data Leadership, Common Planning Times, High Needs Common Planning Time , and IST)		X		Admin. Coaches, Teachers	August 2016	June 2017
9. Create a station-based learning environment in our Therapeutic Support Program based on student assessment data in which individual and specific student needs are targeted in ELA and Math. Integrate technology, such as iReady and Lexia, to help students acquire understanding of the standards as well as creating a therapeutic classroom environment	X	X	X	Teachers, Coaches, Admin, District Leadership, Paras	September 2016	June 2017
10. Assess K/1 student progress daily with Eureka exit tickets. Collaborate to select items on the mid and end of unit assessments that specifically address priority standards in the given unit. Plan for small group intervention or whole group reteaching.	X	X	X	Teachers, Coaches, Teacher Leaders	September 2016	June 2017
11. Plan and lead four school-wide instructional rounds (ELA, Math, Science, School Culture) to develop a shared understanding of our school's progress towards our goals and targets		X		Admin, Teachers, Coaches	October 2016	June 2017
12. Strengthen small group instruction in both Readers and Writers Workshops. Design small groups such as Skill/Strategy Groups, Book Clubs and Guided Reading Groups to thoughtfully meet student needs. Create flexible small groups that change according to on-going teacher data.	X	X	X	Teachers, Coaches, Reading Specialists	September 2016	June 2017
13. Conduct ELA PD, CPT, and coaching cycles to provide resources, modeling, and feedback regarding small group instruction	X	X	X	Literacy Coach	September 2016	June 2017
14. Develop and facilitate afterschool Professional Development; lead, plan, and facilitate parent engagement initiatives. Communicate with and assist new staff orientating them to school wide initiatives.		X		Teacher Leaders	September 2016	June 2017
15. Leverage Science Coach to provide intervention and targeted instruction in science for Gr. 5 students.	X		X	Science Coach	December 2016	June 2017

***Strategic Objective #2: Increase instructional rigor in all classrooms through a focus on text complexity and conceptual understanding***

**Increase Rigor**

Action Steps	Diverse Learners	Structures	CCSS Instruction	Lead	Start	Complete
1. Using close reading and reciprocal reading strategies effectively in science.	X		X	Teachers	August 2016	June 2017
2. Incorporate the use of a science journal or notebook to build science writing skills school-wide by explicitly teaching science writing strategies -open-response, claim-evidence-reasoning strategies and increasing vocabulary development.			X	Teachers, Science Coach	August 2016	June 2017
3. Ensure that all science teachers are using Atlas Maps which are based on the new Massachusetts Science and Technology/Engineering Learning Standards in planning and instruction.			X	Admin.	August 2016	June 2017
4. Utilize opportunities for cross-curricular science and writing collaboration.			X	Science Coach	August 2016	June 2017
5. Develop and execute high quality professional development in the areas of math rigor, text complexity, writing, and science instruction.	X	X	X	Admin. Coaches Teacher Leaders	August 2016	June 2017
6. Monitor changes in practices through frequent classroom visits and feedback to teachers  a) Continue instructional rounds with a focus on Common Core using “look fors” b) Conduct weekly instructional walkthroughs with school wide areas of focus from weekly staff newsletter c) Support teachers in strengthening instructional practice through planning, demo lessons, and non-evaluative observation and feedback	X	X	X	Admin. Coaches	August 2016	June 2017
7. Leverage common assessment (ANET, K1 Inventory, BAS, Galileo, Science) to drive rigor across disciplines	X	X	X	Teachers Coaches	August 2016	June 2017
8. Use IST process to implement a robust tiered instruction system	X		X	Teachers Counselors Support Staff	August 2016	June 2017
9. Build units/lessons around priority standards and use progressions with proficiency scales to guide planning and monitoring of student work.	X	X	X	Admin. Coaches	August 2016	June 2017
10. Use CPT to build teacher capacity to utilize standard based instructional materials, to build action plans on student needs, and to discuss tiered level processes during IST	X	X	X	Admin. Coaches Teachers Counselors Support Staff	August 2016	June 2017
11. Use data cycle to analyze data and to challenge all students including at risk and on level	X		X	Coaches Teachers	August 2016	June 2017

**Strategic Objective #3: Develop structures and practices that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students**

Ensure Effective Leadership							
Action Steps	D i v e r s e  L e a r n e r s	Structu res	CC SS Inst ruct ion	Lead	Start	Complete	
1. Schedule and instruct at least 80 minutes of dedicated science time per week per grade.		x	x	Admin. Teachers Science Coaches	August 2016	June 2017	
2. Integrate use of the science lab and STEM curriculum. Support teachers with implementation of Science & Engineering Practices through two professional development opportunities.		x	x	Admin. Teachers Science Coach	August 2016	June 2017	
3. Incorporate after school PD time for science PD and cross-curricular planning to support implementation of Science & Engineering Practices	x	x	x	Admin. Teachers Science Coach	August 2016	June 2017	
4. Leverage School Council Advisory Board that builds partnerships and connects with the community by making decisions on goals, activities, outcomes (including data analysis) and resources.	x	x	x	Admin. Teachers Parents Community Members	August 2016	June 2017	
5. Structure and facilitate Data Leadership Team (DLT) to develop data-driven action plans in response to school data	x	x	x	Admin. Teacher Leaders Coaches Teachers	August 2016	June 2017	
6. Create and build capacity of teacher leaders to design and facilitate effective and efficient CPTs	x	x	x	Admin. Teacher Leaders Coaches Teachers	August 2016	June 2017	
7. Provide Professional Development on Text Complexity, Writers' Workshop, New Lucy Calkins' Kits,		X	X	X	Coaches	August 2016	J u



Eureka Math and STEMscopes with standards-based lesson planning.						n e 2 0 1 7
8. Continue implementation of Positive Behavior Intervention and Supports (PBIS) matrix to support school wide behavior management protocol (expectations)	X	X	X	PBIS Team Admin. Teachers	August 2016	J u n e 2 0 1 7
9. Build collaboration with the Parent Teacher Organization (PTO) and teachers/school staff identifying enrichment for learners and the community	X	X	X	Parents Admin. Teachers School staff	August 2016	J u n e 2 0 1 7

### III. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Resources Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

### IV. Professional Development Plan

#### a. District Professional Development Plan

The district professional development plan has been constructed to support goals in the Accelerated Improvement Plan. Below is a list of topics for required foundational PD:

- ✓ Alert, Lockdown, Inform, Counter, Evacuate (ALICE) (75 mins. Nov. 7, 2 hr. training Nov. 30))
- ✓ Family & Community Engagement (1.5 hr. training before Feb. 1)
- ✓ Close Reading (2 hr. training before Jan. 1)
- ✓ Genre Immersion (1 hr. training before Jan. 1)
- ✓ Math Talks (Two-2 hr. trainings on or before Nov. 1 and on or before March 1)
- ✓ Pairing Verbals with Visuals (1.5 hr. training before April 1)
- ✓ Reciprocal Reading (2 hr. training before Jan. 1)
- ✓ Science & Engineering Practices (2 hr. training before March 1)
- ✓ Standards-Based Practices (3 hr. training on Nov. 8)

#### b. School-based Professional Development Plan

Principals develop school-based PD plans incorporating district required PD as noted above.

- ✓ Data Meetings— 12 hours
- ✓ Excellent School Visits and Debrief — 6 hours
- ✓ Common Planning Times (CPTs)— 48 hours
- ✓ Academic Parent Teacher Teams - 6 hours

## V. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on SchoolSpring to tap into a large pool of qualified applicants. A committee is convened and interviews are conducted. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

## VI. Parent/Family Involvement

Parents and guardians are able to become involved with the design, implementation, and evaluation of the school-wide program through various avenues during the school year. A number of parents are nominated and elected by their peers at a Parent Teacher Organization meeting to be parent representatives on our School Council. The School Council meets regularly throughout the year to work on various items that are directly related to the design, implementation, and evaluation of the school-wide program. The School Council uses the results/data trends from Family Engagement Surveys to create an action plan for improvement. One important outcome from the data was the launching of Bates and Bagels. This is a time, once a month, when parents attend a small informative, yet informal, discussion on pressing matters and questions they may have around the curriculum and happenings in the school. Bates and Bagels has held discussions on such topics as Common Core Language/Standards and Balanced Literacy.

Parents and guardians are invited and welcome to attend monthly Parent-Teacher Organization (PTO) meetings. These meetings occur once a month either in the afternoon or evening. The PTO is a parent-run group that is responsible for sponsoring activities that support building school-family engagement as well as bringing enrichment opportunities to all of our students.

APTTs (Academic Parent-Teacher Teams) are taking hold school-wide. APTTs are a nationally used model for engaging families. Grade level teams invite their students' families, at least twice a year, to Bates. During this time together, families and teachers are focused on student learning and performance. Data is presented, reviewed and discussed (class and individual student) in both ELA and Math. Parents are then involved in writing SMART goals for their child, in addition to receiving ELA and Math instructional activities to use at home. This model allows families to network and share support with other families.

Bates staff is also moving into the technology arena. With the assistance of the Bates Family Engagement Facilitator, we are using Twitter and Instagram, so that parents/families have instant access to what is happening during the school day. Tweets about lessons, learning and activities are being posted. Newsletters go home, hard copy, each week and families have access to the newsletter link via Twitter.

Bates continues its work connecting with families through its PBIS Team (Positive Behavioral Interventions and Supports) and Blackboard Connect .

- **Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.**

All families are receive an annual copy of the Parent-School Compact which highlights information about the Title I program, dates and times for parent-teacher conferences, and other important school details (such as school hours, attendance, etc.) The Bates School staff makes every effort to continuously advertise and remind families of school events that occur throughout the school year. The use of twitter assists in

reaching families quickly. Each year we hold an Open House, two parent/teacher conference dates. Bates will hold its yearly 6-week long Literacy Festival. It will incorporate ELA, Math and Science Literacy activities supported by parent/family volunteers. The culminating event is a Family Literacy Night in which families will be involved in learning about the curriculum and involved in worthwhile and engaging make-n-take literacy activities. In addition to the previously mentioned events, our staff communicates frequently with families to continuously update them on their child's progress throughout the school year. The communication is in the form of phone calls, emails, notes home, or through class-wide newsletters.

- **List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan)**
  - Bates School Parent/School Compact
  - Bates School Family Survey
  - Bates School Student Handbook (requires student and parent/guardian signature)
  - Bates School School Council
  - Bates School School Improvement Plan
  - Academic Parent Teacher Teams
  - Bates and Bagels

**Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan.**

The School Council will continue to utilize a Family Survey that asks for feedback in the areas of Curriculum, Assessment, School Climate, Family Engagement and Instruction. Each year, the School Council will be analyzing the results of this Family Survey and will be creating an action plan for improvement based on the feedback and priorities that are noticed as trends in the data.

## **VII. Kindergarten Transition Plan**

In addition to district-led initiatives, such as a parent information night, the Bates Kindergarten team participates in many activities designed to facilitate the smooth transition from early childhood programs to kindergarten. These activities include June and September screenings, summer playground dates sponsored by the PTO, an early-September scavenger hunt for new kindergarten families, and an information letter which is sent home in early September to introduce new families to the routines and goals of the Bates Kindergarten program.

## **VIII. Shared Leadership Practices**

Bates uses many types of structures and practices to involve teachers in the decision-making process and uses assessment results to improve teaching and learning for all students. All Bates teachers are involved in weekly Common Planning Time (CPT). Teacher leaders develop and facilitate afterschool Professional Development to lead, plan and facilitate parent engagement initiatives. Teacher leaders also communicate with and assist new staff orientating them to school wide initiatives and logistics. Each Grade Level Team of teachers, including support staff, come together for 80 minutes/week to plan, use data, such as BAS, ANET, MCAS, Running Records, student work, conferring notes, end-of-unit assessments, district performance tasks, and teacher anecdotal observations. In this planning time, under the guidance of Instructional Coaches, Teacher Leaders and Administrators, grade level teachers analyze their data, and develop plans to move students forward. This could be on the individual student level, small group level, high needs groups, and/or the class as a whole. Discussion of best practices ensues, followed by planning and recurring. Every 6 weeks there is a "Checkpoint" for Reading and Math, when new updated data is presented

to identify whether teacher interventions/plans worked or did not work and what will be the next action plan for students.

Teachers follow the Balanced Literacy Model (Reading and Writing). This model requires teachers to make daily decisions about what skills to emphasize and in what order. Within the Balanced Literacy Model are opportunities for teachers to make decisions based on data to ensure that instruction is targeted to student needs. Teachers make sound practice decisions on small group, 1:1 and or whole group instruction based on data from their lessons observations, conferring notes, anecdotal data and small group intervention assessments. Teachers also triangulate this data with more formal types of assessments, such as MCAS, ANet, BAS, and K/1 Inventories in order to discuss trends and develop action plans to move Bates students to the next level.

Bates also utilizes the process of analyzing data and decision making to enroll students in an early morning tutoring program based on needs (Grades K-5) in reading and/or math support. These students meet in small intervention groups and receive academic support, 30 minutes a day, 5 days a week. Data from CPTs also provides teachers with clear guidance and alignment with identifying students in need of support with our two-year 21<sup>st</sup> Century Community Learning Centers Grant. This grant allows 60 students to attend an out-of-school-time hours Academic and Enrichment Program house. Students receive ELA Academic Support for one hour, three times a week before attending their Enrichment Class, which is literacy based.

Our School Council is an advisory body that works with the Bates principal. The Council consists of community representatives, administrators, parents and teachers. This collaborative group builds partnerships and connects with the community in order to ensure learning for all students. They also analyze data, participate in the budget process, bring views and information from parents, teacher and community. The School council also participates in the development of the School Improvement Plan by making decisions on goals, activities, outcomes and resources.

## **IX. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks**

\* When staff members identify students having difficulty mastering proficient levels of academic achievement, they are referred to our Instructional Student Support (IST) team. The IST team is comprised of school administration, classroom teachers, school adjustment counselors, our literacy coach, and our school nurse. During IST meetings, staff members review students' needs, areas of strength and what interventions have been implemented up to the time of the meeting. The IST team creates an intervention plan for the next 4-6 weeks for the classroom teacher to implement to track data to see if the student makes effective progress. At the follow-up meeting, the IST team reviews the data and decides whether the plan should continue, be altered or if the student is in need of additional supports. At times, our students will be referred to our Reading Specialists to receive Tier II reading instruction. When the data shows that students continue to struggle to make effective progress then they are referred to the Special Education Team Chair for further assessment and evaluation.

\* Every 5-6 weeks each grade level meets with school administration and content coaches during "Data Checkpoint meetings". The purpose of these meetings is to review current data on the classroom and student levels and develop action plans to meet the needs of the students who are not proficient in the areas of English Language Arts, Math, and Science

\* For students who attend our school that have been screened and identified as English Language Learners, they will receive services from our ELL teacher.

\* This year, our school has 2 full time Special Education teachers, 2 inclusion Special Education paraprofessionals, 3 Therapeutic Support Program Special Education teachers, 10 Therapeutic Support Program Special Education paraprofessionals, 1 Speech and Language Therapist, 1 Occupational Therapist, and 1 Physical Therapist that support and deliver the special education services to the students who are currently on Individualized Education Plans (IEPs).

## **X. Coordination and integration of federal, state and local services and programs**

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Accelerated Improvement Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.