

# Title I.A LEA Plan

Implementation Year(s): 2016-17

## ADAIR CO. R-I (001090)

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	Julie Truitt	Parent		
Ashley Broadwell	Parent			

1. Describe how the district will coordinate and integrate Title I services with other educational services at the LEA or school level -- such as Even Start, Head Start, and other preschool programs, including transition plans to elementary schools; services for LEP children, children with disabilities, migrant children, neglected or delinquent youth, Native American children served under Title VII.A, homeless children, and immigrant children. Specify how these services will increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Steps to be Taken to Assist Preschool children and Their Families to Make the Transition into Elementary School:

- Preschool is offered in the school building for children 3-5 years old
- Preschool students participate in specials classrooms (art, physical education, music, and library)
- Parents as Teachers program is offered
- Preschool students eat lunch in the cafeteria
- Preschool students are provided after school care

All students in the Adair Co. R-I, including LEP children, migrant children, children with disabilities, neglected or delinquent youth served under Title VII, shall be provided services including transportation services, school meals programs, before and after school care programs, after school tutoring, educational services such as educational programs for disadvantaged, disabled, and gifted and talented students for which the child meets the eligibility criteria.

A portion of Title I money will be set aside for homeless children.

The district will continue to review available funding such as Title I.A, Title II.A, Title VI.B, Local Funds, Basic Formula State Monies, and Small Schools Grant as well as new services and resources to find ways to increase efficiency and effectiveness of all programs.

Research based assessments will be used to show student reading level, student progress, and data tracking. Documentation of student eligibility for each funded program will be maintained and monitored to prevent duplication and fragmentation of instructional services.

In order to provide comprehensive instructional programs, the Adair County R-I School District will continue to document meetings and will insure collaboration time for the teachers and the staff involved with supplemental services in order to identify and prevent overlapping services and monitor each program's effectiveness.

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2. Describe how migratory and former migratory children, who are eligible to receive services under Title I.A., are selected to receive such services on the same basis as other children receiving Title I.A services.

All students, including migratory children, at Adair County R-I are provided Title I.A services based on DIBELS scores, teacher observation, standardized test scores, Terra Nova scores, and Gates McGintie scores. As a migratory student, previous student records as well as current student assessments will be used to identify eligible students.

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3.

a.) How will Title I services be delivered? (check all that apply)

- Targeted Assistance
- Schoolwide Program

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b.) Briefly describe how the district will use Title I.A. funds to support student success. Include expected interventions, instructional programs/practices and professional development.

The Adair County R-I School District will continue to hold meetings with administrators, teachers, paraprofessionals, and parents as necessary to discuss needed services to be funded by Title I.A.

The district uses the Gates-MacGinitie Reading Assessment, the Terra Nova Reading Assessment and the MAP (Missouri Assessment Program) to help identify students' needs.

The DIBELS Assessment will be used to benchmark and progress monitor achievement of identified students. These assessments along with the District's core academic program: Houghton Mifflin Integrated Theme Tests and Houghton Mifflin Weekly Skills Assessments will be used to target needed skills and to group students for interventions.

Supplemental programs are provided by highly qualified teachers working with eligible students using differentiated instructional practices. Based on student needs, the District will provide supplemental support for all students meeting the eligibility criteria for Schoolwide Program Plans. Communication Arts support is provided for all eligible students.

Small group lessons from the Houghton Mifflin Company's Intervention Program Materials for struggling readers, Rewards Reading Excellence Intervention, and specific interventions gleaned from DIBELS data will be used for interventions.

All K-6 staff working with identified students will be provided professional development to support knowledge of reading intervention strategies in order to maximize instruction for struggling readers. Professional Development will include differentiated instruction, the Missouri Learning Standards for English Language Arts, Student Learning Objectives, and Vertical Teaming.

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4. Identify how the LEA will provide instruction to students at risk of academic failure (check all that apply).

- Push-in
- Pull out
- Literacy/ Instructional Coach
- Reading Recovery and Early Learning
- Family Literacy
- Other:

After school tutoring and Summer School

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5. Title I instructional services, materials and supplies, equipment and facilities are used for educational assistance to individual students assessed as needing help in meeting Missouri's Learning Standards. This support includes: (check all that apply)

- Employee FTE (full or part-time) to provide supplemental services. (1200)

Number of teachers/ Role

One full time teacher/educator (FTE)

Number of paraprofessionals

One full time paraprofessional

- Homeless set-aside - Required (2100)
- Supplemental materials and supplies (1200)
- Transportation and Maintenance (2500)
- School Choice Transportation (2557)
- Facilities Acquisition and Construction (4000)
- Professional development activities (2200). List activity, grade level participants and dates:

The District will provide monetary support to teachers who need to become Highly Qualified or Certified in the areas they are teaching or that the District needs their instruction support. This support would be in the form of payment for completed courses, testing, travel (where applicable) in order to obtain the necessary qualifications.

- Other:

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6. List the evidence-based practices supported with Title I funds that will be implemented to strengthen the school's core academic program.

- Professional Learning Communities. Date of implementation

- Schoolwide Positive Behavior Support. Date of implementation

August 2011

- Tiered instructional support such as Response to Intervention. Briefly describe the process used.

All students in grades K-6 receive 90 minutes of Houghton Mifflin Reading Core Academic Instruction daily (Tier 1). Using student assessments to identify students in need of intervention, identified students are given an additional 20-40 additional minutes per day of Houghton Mifflin Intervention Strategies for Extra Support, DIBELS Intervention Activities, or other SBR (Scientifically Based Research) interventions (Tier 2). Tier 3 is an additional allotted time for students who have an IEP (Individual Education Plan).

- Other: List planned intervention(s) and briefly describe.

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7. Indicate how the district will extend student learning time (if applicable):

- extended school year
- before- and after-school tutoring
- summer programs and opportunities
- other:

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8. The following high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), will be used by the LEA and schools served to assist in diagnosis, teaching, and learning in the classroom, enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

a.) **Reading**

- MAP Communication Arts scores
- Basic Reading Inventory (BRI)
- Gates-MacGinitie
- Developmental Reading Assessment (DRA)
- Scholastic Reading Inventory (SRI)
- Gray Oral Reading Test IV
- Texas Primary Reading Inventory (TPRI)
- Woodcock-Johnson III
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Star Reading
- AIMSweb Reading
- Acuity
- Discovery Learning
- NWEA
- Tungsten
- Yearly Progress Pro
- Text-based assessments including pre-, post- assessments and benchmarks
- Other:

Houghton Mifflin IRI (Informal Reading Inventory), Study Island, Terra Nova

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b.) **Math**

- MAP Math scores
- Terra Nova
- Balance Assessment
- Stanford
- Star Math
- AIMSweb Math
- Acuity
- Discovery Learning
- NWEA
- Tungsten
- Yearly Progress Pro
- Text-based assessments including pre-, post- assessments and benchmarks
- Other:

Math is not supported with Title I.A funds.

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9. For Targeted Assistance programs only: The assessments checked in #8 above and the following make up the multiple criteria that will be used to identify eligible children most in need of services: (check all that apply)

- Missouri School Entry Assessment (Pre-K)
- Parents as Teachers data
- Teachers Objective Checklist /Academic Indicators
- Parent Checklist
- Developmentally appropriate assessment (Pre-K - Grade 2)<br/><br/>Identify

- Standardized Testing (Grade 3-12)<br/><br/>Identify

- Other (please list):

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10. The LEA has a plan for its Title I.D Neglected funds that describes the program to be implemented (if applicable).

Yes

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11.

a.) Preschool services will be supported with Title I.A funds.

Yes. If yes, answer 11b and 11c

No

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b.) Research-based Preschool curriculum chosen:

Project Construct

High/Scope

Creative Curriculum

Early Language and Literacy Curriculum

Other. Must be able to document research:

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c.) How will Title I funds support preschool programs? Describe services (e.g. ½ day/days per week/ages served):

Preschool programs are not supported with Title I.A funds.

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12. The LEA has identified effective parental involvement processes and is providing educational activities, including:

- An open house is held before school starts to encourage students and parents to come and meet their teachers.
- At the Fall Open House parents are given the Parent Involvement Plan, Title I Parent Compact with notification of parental rights, and the District Student Handbook. Parents sign and return to school a form that verifies that they have received and read these materials.
- Parent-Teacher conferences are held once a year in October
- Family Learning Nights which include Parent Involvement Surveys are held at least two times per year, one in the fall and one in the spring.
- Administrators and teachers phone parents to inform them when students are failing or near failing in any subject.  
There is discussion of what parents and teachers can do collaboratively to help students succeed.
- Teachers notify parents via email, notes or letters sent home, and phone calls.
- Information is posted on the District web-site for parents to see.
- The PTO (Parent-Teacher Organization) holds monthly meetings to help inform parents of PTO activities, and provide parental involvement in the education of their children as well as provide parental input on improvement of services.

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Last Submitted Date:

Submitted by: