

# Title I.A LEA Plan

Implementation Year(s): 2013-14 - 2015-16

## MARIES CO. R-I (063066)

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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.

The Maries R-I School District will coordinate and integrate Title I targeted Supplemental Communication Arts and Math for K-6 students with other supplemental services including: LEP, Early Childhood Special Education, and homeless. There is a strong community support that provides students with glasses from the Lions Club, clothing from the First Baptist Church, and food from the local food pantry. Also, the Buddy Pack Program assists students by providing food bags to take home each week. The school district conducts a food and coat drive each year as well.

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.

We have an established criteria for all students to determine eligibility of services regardless of race, religion, creed, ethnicity, migrant policy from MSBA and enrollment documents.

3.

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

- Targeted Assistance
- Schoolwide Program

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.

Title I supplemental Communication Arts program in grades K-6 will use DRA, reading benchmark assessments and teacher observations to identify students' skills, progression, and needs. Once identified, interventions will be implemented. Interventions include Title I instruction, tutoring after school, and one-on-one classroom instruction. Student achievement will be monitored throughout the school year and will continue to target skills needed to be a successful reader. The Title I Math Program in grades K-6 use Math Inventory, benchmark assessments, and teacher observations to identify students' math skills, needs, and achievements. Once those are identified, interventions to assist students math needs will be implemented. Those interventions include Title I math services, after school tutoring and one-on-one classroom instruction. As with the reading program, we will monitor students' progress throughout the school year in math and target skills needed to be successful.

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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:

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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, 1.0 FTE (full-time) Title I Supplemental Communication Arts Teacher and One 0.5 FTE (half-time) Supplemental Communication Arts Teacher. One, 0.4 FTE PreK Teacher

Number of paraprofessionals

Two, 0.5 FTE (part-time) Title I Math Paraprofessionals, totaling 1.0 FTE for Title I Math Para

- 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:

Professional Development is conducted throughout the district as an ongoing instructional tool to assist teachers. All PDC activities are supported with local funds.

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

The PLC program in the elementary is in its 3rd year and is supported by local funds. The PLC program at the middle school is in its first year of implementation and is supported by local funds as well.

Schoolwide Positive Behavior Support. Date of implementation

The elementary identifies positive "Character Traits" in students each month and acknowledges those students in an assembly. The "Character Traits" Program is supported with local funds.

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

Response to Intervention is utilized throughout the district. The district uses ongoing common assessments, student learning profiles, and interventions strategies to assist individual student needs. All are supported with local funds.

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

Interventions include afterschool tutoring but are supported with local funds.

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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:

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:

Diagnostic Assessments of Reading (DAR), Common Formative Assessments based on Power Standards, Stanford 10, Performance Coach, Easy CBM and DIAL

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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 Inventory, Stanford 10, Easy CBM, Performance Coach, Common Formative Assessments based on Power Standards, and DIAL

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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

Teacher observation, parent input, prior academic performance and items listed on #8.

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

Teacher observation, parent input, prior academic performance and items listed on #8.

- 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:

The Letter People Curriculum

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

The Vienna Early Learning Center serves a total of 40, three to five year old children, within the Maries R-I school district. We have a blended program that serves regular education and early childhood special education students. The preschool runs two half-day sessions (20 students per session) for three hours each, five days a week and follows along with the Maries R-I school calendar. The staff includes one certified teacher, one instructional paraprofessional and one personal aide. The personal aide works with students who have special needs. She provides services for one student in the AM session and one student in the PM session. Title I funds will be used for 0.4 FTE for the certified teacher. The preschool staff attends all Maries R-I professional development activities, as well as, Conference on the Young Years annually.

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

Parental involvement is supported by holding a Title I Family Night in the fall and spring of each year. The district also has an introductory meeting at the beginning of each school year with additional meetings to provide information and obtain parental input. The Title I staff encourages family literacy by presenting information to improve skills in the areas of reading and math. Periodically, parents receive newsletters, handouts, and activities that can be used at home with their children. Parent volunteers are welcomed and utilized as well. The district holds a spring and fall Book Fair each year to promote reading. Surveys are provided to encourage parental feedback concerning the effectiveness of the Title I program.

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Last Submitted Date: 05/20/2013

Submitted by: Pottorff, Mark