

Title I.A LEA Plan

Implementation Year(s): 2016-17

MIAMI R-I (007121)

Team Members:	Dr. Steve Beckett	Superintendent		
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	Andrea Martin	Elementary Teacher		
	Angela Cook	Parent		
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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 Title I teacher will coordinate and attend data meetings at least once per month with the special education teacher, classroom teachers, and any other faculty member that is working with a student receiving any type of services. The Title I teacher, special education teacher, and classroom teachers will also plan interventions and differentiated instruction for each student. Having a common plan time and regular data meetings will ensure frequent communication between all faculty working with a student and that everyone is on the same page. Documentation of student eligibility for each program will be maintained to reduce redundancy.

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.

Migratory students are identified through questions on the enrollment forms. All students, including migratory students, will have access to Title I services.

- 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.

Miami R-I met with administration, teachers, and parents to determine needs for the school district. After reviewing data, including MAP, DRA, AimsWeb, and STAR along with teacher observation, it was decided that Miami will use Title I funds to support the Daily Five and RTI model for language arts and reading instruction. Miami will continue Tier 2 in the schedule and have data meetings a minimum of once per month. Students will be assessed and monitored using the AimsWeb and STAR assessments. An emphasis will be placed on data analysis to determine what needs to be done to move students from the lower tiers to the higher tiers and identify the root cause behind some students stalling in their progress. PD will be addressed through a combination of workshops, online training, and on-site professional development. Miami R-I's school calendar for 2016-2017 allows for two professional development days per month. This professional development, data meetings, and common planning time will occur during those professional development days.

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:

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

1 Title I Language Arts Teacher
1/2 Preschool Teacher

Number of paraprofessionals

1/2 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:

Exact dates for next year's professional development will be determined but will include RTI training, guided reading/small groups, data analysis, and AimsWeb assessment.

- 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

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

All students will receive core instruction in language arts and reading with their classroom teachers. All students will also have 30 minutes of small group time (Tier 2) where they will do guided reading at their reading levels or other intervention as deemed necessary by data meetings. Students identified for Tier 3 will receive an additional 30 minutes of intervention with the Title I teacher or Special Education teacher.

- 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:

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:

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:

Scholastic EDS

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)

Identify

- Standardized Testing (Grade 3-12)

Identify

- Other (please list):

Kindergarten Screening information/assessment (for Kindergarten only)

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

Yes

11.

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

Yes. If yes, answer 11b and 11c

No

b.) Research-based Preschool curriculum chosen:

Project Construct

High/Scope

Creative Curriculum

Early Language and Literacy Curriculum

Other. Must be able to document research:

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

Miami School District is going to implement a 4 day school week for the 2013-14 school year. The preschool program will be 1/2 day, 4 days per week for children ages 4-5 years old. Title I funds will be used for the preschool teacher's salary and supplies.

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

Students and Parents are encouraged to participate in the Book-It Program and Reading Counts to promote and practice reading at home. It varies by grade level, but students are rewarded for minutes read at home, number of books read, points earned, etc. Students who meet their reading goals are invited to Miami Elementary's annual Spring Fling. Spring Fling is a night of fun and activities for the students.

Parents are notified of their rights through a newsletter on the back of the calendar, the student handbook, and the school website. The Title I teacher sends the Parent/Teacher Compact with all students. The Title I teacher meets with the parents during Parent/Teacher conferences and during fall and spring meetings to discuss student and program progress. A needs assessment will be given to the parents during the spring meeting. The teacher also sends home Aimsweb results at the end of the year, so the parents can see the amount of growth the students have had during the year.

