

Title I.A LEA Plan

Implementation Year(s): 2016-17

EXCELSIOR SPRINGS 40 (024089)

Team Members:	Terri Combs	Director of Student Services	tcombs@estigers.k12.mo.us	8166309200
	Amy Olinger	Title I Reading Teacher		
	Renee Bradshaw	Title I Reading Teacher		
	Courtney Sisson	Title I Reading Teacher		
	Dana Barnes	Title I Reading Teacher		
	Penny Dunker	Parent		
	Sarah Carlyle	Parent		
	Carey Crowley	Parent		
	Emily Brownsberger	Title I Reading Teacher/Parent		
	Larry Nelson	Elkhorn Principal		
	Kim Curtis	Social Worker/Homeless Liaison		
	Christi Rice	Lewis Principal		
	Christina Harris	Lewis Instructional Coach/Parent		
	Angela Bright	Lewis Assistant Principal/Westview Parent		
	Brandyn Harmon	Westview Assistant Principal		

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 Excelsior Springs School District will coordinate and integrate Title I early childhood services with early childhood special education services, Missouri Preschool Project classrooms, Section 504 services, and homeless services for students ages 3-5. Additionally, the District will coordinate and integrate Title I Schoolwide supplemental communication arts for K-3 students with other supplemental services including: Title IIA, LEP, children with disabilities, homeless, migrant and immigrant. Documentation of student eligibility for each funded program will be maintained and monitored in regards to instruction and program effectiveness. During weekly collaboration, staff involved with these supplemental services will meet to identify any overlapping services, to monitor each program's effectiveness and to provide comprehensive instructional programs for students. Title IIA monies will include a class size reduction teacher and professional development activities.

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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.

The Excelsior Springs School District has established procedures to identify migrant students upon enrollment. Once identified, migratory and former migratory students who meet the same eligibility criteria as any other student at the same grade-levels are served through supplemental Title I.A. services. The process for providing these services is clearly delineated in Title I procedures. These services are provided to all students in a timely manner.

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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 Excelsior Springs School District meets annually with Title I staff, staff who service students in the regular classroom setting, administrators and parents to discuss current and needed services for Title I students. The District has chosen AimsWeb and Scholastic Reading Inventory (SRI) to benchmark and progress monitor achievement, as well as to group students for interventions. The Developmental Reading Assessment (DRA) is administered to students as an additional assessment used in this process. Highly qualified teachers will provide supplemental services to Schoolwide Title I students through push in/co-teaching and pull out differentiated instructional practices based on student needs collected through data. Additionally, other professional development is provided to staff working directly with K-3 Schoolwide Title I students to support teacher knowledge of reading intervention strategies. Professional development is also provided to staff working directly with early childhood identified students. This professional development supports teacher knowledge of readiness skills.

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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:

Early childhood blended classrooms of Title I students and students with disabilities.

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

6 FTE as Literacy Teachers/1 Early Childhood

Number of paraprofessionals

1.0 for early childhood

- 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:

Title I staff members with instructional coaches will continue with professional development provided by Dave Holden from AAIS in September, January and April 16-17. Focus will be on grades K-5. Professional Development for research-based and evidence-based reading interventions will be held throughout the school year as determined necessary by administration and staff. Most of this will be provided in-house through consultation services. However, as information regarding outside professional development offerings are received, administration and staff will review them for need. As needed and depending on staff, professional development will be provided on Pathways to Reading training for both new staff and Second Level training for veteran staff. Focus on grades K-3.

- Other:

Monthly meetings with Director of Student Services
Book Study

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

This is on-going in that our district has been a PLC district for many years. We began the training for this through KCRPDC in 2006. Title I funds

- Schoolwide Positive Behavior Support. Date of implementation

This is also on-going. We began PBIS implementation at our 3 elementary schools and our middle school during the 2008-09 school year. Our high school began implementation during the 2009-10 school year. Currently, all three Title I identified elementary schools, have received KCRPDC PBIS training up through Tier 3. PBIS training will continue through KCRPDC as needed for continued success during the 16-17 school year..

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

We began Rtl implementation at Lewis Elementary, at the beginning of the 2007-08 school year. Rtl implementation began at our other two Title schools, Westview and Elkhorn, the following school year. Rtl training will continue in all three school as needed during the 16-17 school year.

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

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:

The district does not currently have before or after school tutoring supported by Title I funds, however, tutoring is provided through other district initiatives.

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:
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Pathways to Reading
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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:

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):

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):

Students will receive services five half days a week. The classrooms are blended with Title I eligible students and early childhood special education students. The morning sessions are for students ages 3 turning 4, and the afternoon sessions are for students ages 4 turning 5. Each classroom has one certified (EC and ECSE) teacher and one classroom paraprofessional. Personal paraprofessionals are provided to ECSE students as determined necessary through the IEP process to ensure success. Title I funds are allocated salaries and benefits of 1.0 FTE early childhood teacher and 1.0 FTE paraprofessional, student supplies, snacks, educational field trips, parent involvement activities, teacher and paraprofessional professional development, and developmentally appropriate play equipment. Title I early childhood staff are included in all LEA sponsored in-service and collaboration as applicable.

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

Federal Programs Complaint Resolution procedures are posted on the District website and included in the building handbooks of our Title I elementary schools. These handbooks are updated and available to parents annually. At the beginning of each school year, the District notifies parents of students attending our Title I schools that they may request information regarding professional qualifications of their child's classroom teachers. If we have teachers in our Title I schools that are not certified as required by NCLB, letters are sent home to parents regarding this. Our district has a very low ELL population - 3 students in the district. If ELL students do qualify for Title I services next year, procedures are in place to contact their parents in the language they can understand. Reports of Title I student academic progress is sent home to parents on a quarterly basis. Parent-teacher conferences are held formally twice a year. Notification of PIRC is included in the parent brochure of each of our Title I schools. All three Title I schools also have a School Parental Involvement Plan to include a School-Parent-Student Compact. All three Title I schools offer a variety of evening, morning and/or weekend educational activities for parents and students to attend. Parents are represented on most of our school and district teams, and have input on ideas for activities and services.

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Submitted by: COMBS, TERRI
Approved By: Taylor, Rebecca