

Title I.A LEA Plan

WELLSVILLE MIDDLETOWN R-1 (070092)

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|----------|----------------|---------------------------------|----------------------|--------------|
| Team | Mr. Pete Nasir | Supt | nasir@wmr1.k12.mo.us | 573-684-2017 |
| Members: | | SPED Director/ Federal Prog. | @wmr1.k12.mo.us | 573-684-2047 |

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.

Processes are in place to identify and assess needs for students who may be underserved within the district. Procedures such as Preschool screenings, Kindergarten screenings, and New Student Orientation assist in our identification of student needs. Additionally, close collaboration with the Head Start and Youth- in-Need agencies ensure the close relationship with outside agencies and the school district. Professional development opportunities are available to teachers of our district, as well as to teachers in private schools that work with the district. Additionally, a school support team composed of teachers, counselors, administrators and support workers who are knowledgeable about the student meet at various times to discuss needs and concerns of specific students.

As a district, we do not receive Title 1C, 1D, or V11 funding. Title 2A funding is flexed to Title IV and Title V functions to support outside counseling services, library services, and Nursing Supplies. We also do not receive Title VIB from the state. At our district, we receive Title VI SRSA (small rural school achievement) money directly from the federal government. This goes to teacher salary as a classroom size reduction function. Local funding is used to pay for administrative and facility costs, but not for direct instructional costs.

The district has reviewed available funding for existing services and resources to find ways to increase efficiency and effectiveness of all programs. Documentation of student eligibility for each funded program will be maintained and continuously monitored for redundancy of instructional services. The district will ensure that documented meetings and collaboration time will be provided for teachers and staff involved with supplemental services to identify overlapping services, to monitor each program's effectiveness, and to provide comprehensive instructional programs.

Analysis of school-wide MAP testing indicates that needs are present in both communication arts and mathematics. The Wellsville-Middletown R-1 School District evaluated academic programming and performance by analyzing local assessment data and demographic data, and Missouri Assessment Program (MAP) data. The following data sources were used: building Annual Performance Report, building APR Supporting Data, building Content Standard Summary, building Achievement Level report, individual MAP results for students, AIMSweb assessment information, and local curriculum-based assessments. Indications show relative strengths in Math, but relative concerns in Communication Arts. Both areas need focus and dedicated instruction in order to remain at acceptable levels.

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 Wellsville-Middletown R-1 School district has clear established procedures to identify migrant students upon enrollment, and has developed claea processes for providing Title 1A services in a timely manner to migratory and former migratory students. Such students who meet the same eligibility criteria as any other student are served by the supplemental Title 1A programs. Screening and enrollment procedures are used to assist in the identification of migratory or homeless individuals. Additionally, Child Find procedures are advertised yearly to help us locate students who may need the services of the local school district.

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.

The schoolwide plan was developed in consultation with teachers, pricipals, and other appropriate school personnel, as well as with parents of the school who will be served by the program. Ideas for varying programs are utilized as a catalyst for discussion for the betterment of the district. The Wellsville-Middletown R-1 District has chosen the AIMSweb assessment program to be the progress monitoring and benchmarking device of the district for grades K-6 in both Communication Arts and Mathematics. This will be used to identify those students lacking necessary skills and to group students for interventions. Supplemental programs will be provided for all students within the building's Schoolwide Title I program. Communication Arts support will be prodided for all eligible K-6 students, including small group lessons from Reading Street's intervention materials for struggling readers. Reading Recovery is also available to those students meeting criteria. An annual meeting will be held in conjunction with the Back-to-School Open House in August. The meeting will include the school's participation in Title I, Title I Requirements, Informational Newsletters, explanation of the school's curriculum, Assessment and Proficiency levels, and discussion of the School-Parent Compact. A Parent Advisory Committee will be formed to guide the Title I process. At the beginning of each school year, a Compact is signed by parents, students, and teachers. This Compact reinforces the bond and responsibilities of each member of the team in achieving success for individual students. A copy of the Compact is attached. Professional Development funding will be used to support the implementation of The Leader in Me, which is a research-based program focused on improving student success through the use of Seven Habits of Effective People (Covey).

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

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

- Employee FTEs to provide supplemental services: 2 Title I Teachers (Reading focus) and 1 Title I teacher (Preschool focus)
- Tutoring teachers: 12 teachers x 1.5 hours x 44 days x 84 students serviced in 2012-13
- Homeless set-aside (required)
- Supplemental materials and supplies
- Transportation and maintenance
- Professional development activities (The Leader in Me: District-wide: to resume in Fall, 2013)

Number of paraprofessionals

1 paraprofessional is utilized to support the preschool program

- 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 Leader in Me is a professional development focus. It encompasses the entire district. Expected date of implementation will resume in August, 2013 and periodically throughout the remainder of the year. A local private school will be joining us for professional development.

- Other:

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 Leader In Me

- Schoolwide Positive Behavior Support. Date of implementation

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

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

Reading Recovery
Tutoring services
Professional development
Curriculum development

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:

As a schoolwide Title I building, all students are afforded the opportunity to participate in the following activities:
After-school tutoring (twice weekly from approximately October-April.) The focus of the tutoring is to enhance skills in communication arts/writing/mathematics for students in grades K-6. The after-school tutoring is for an hour with a snack provided by the district. Tutoring is conducted in a small student-teacher ratio to allow for optimum attention and student success.
Reading Recovery is offered to students struggling with basic reading skills. Students are qualified using specific criteria on multiple assessments to identify those students that are in the most need of assistance. Once a student has been qualified for Reading Recovery, their progress is monitored for the year and the student is given individual help.

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:

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):

Title I funding will be used to support the Preschool program through the funding of a Preschool teacher, as well as the support of a Speech-Language Pathologist who provides push-in services, as well as pull-out services for those students needing extra individual instruction. Funding also supports the salary of a paraprofessional, student supplies, snacks, educational field trips, parent involvement activities, student transportation, teacher and paraprofessional professional development workshops, and developmentally-appropriate play equipment,. The WMR1 Pre-School Program is a 5 day-a-week half-day program that operates a morning and afternoon session and serves up to 20 students per session. This program serves 3 and 4 year old students based on need as determined through annual spring screenings and special services evaluations. This program communicates and cooperates with other agencies such as Head-Start and PAT in identifying, screening and evaluating students. Preference is given to placing 4 year-olds and students with an IEP.

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

It is the goal of the Wellsville-MiddletownR-1 School District to have 100% of parents actively involved in opportunities that will enhance the education of students. The District recognizes that when the school works cooperatively with families to support learning, children are inclined to succeed not only in school but throughout life. The district encourages parents to be aware of opportunities and to be involved in supporting the education of their children in the following ways:

- Back to School Open House
- Parent-Teacher Conferences (held at least annually, or at any time a parent, teacher, or administrator requests such a meeting)
- Progress Reports (issued approximately every four weeks into a quarter)

- Report Cards (issued approximately every 9 weeks)
- Assisting in the supervision of field trips
- Assisting with book fairs (usually held twice a year)
- Family Movie Night
- Parent-Teacher Association meetings
- Fine Arts Performances
- Muffins for Mom •

Donuts for Dad

- Grandparents Day
- Assignment notebooks
- Weekly newsletters from teachers or administrator
- Missouri History Night/ Pioneer Night
- Constitution Day Assembly
- Awards Day Assembly
- Home Visits
- Parent Visitation Days (preschool)
- Science Fair
- Attendance at sporting events
- Career Education demonstrations
- Volunteer opportunities
- Literacy Lock-in •

Parent Surveys

- Screenings for students

Additionally, meetings are offered to explain the results of student MAP testing to parents in a language that is native to them. At the beginning of the year, any parent with a student on an IEP will receive a mailed copy of the current Procedural Safeguards in a language that is native to the parent. Each time a referral for special education services is made for a student, procedural safeguards are provided within 5 days along with an offer to explain them more clearly, if desired. If a Section 504 is requested, the appropriate Procedural Safeguards are offered and explained. Planning meetings are held by the PTA to enlist the support and suggestions of the parents to enhance parental involvement. A meeting is held each year to inform parents of the manner in which federal funding is being spent. Also, surveys are sent home to measure the effectiveness of federal programs and to garner suggestions for future improvements as suggested by the stakeholders of the district.

Additionally, parent information materials will be available at the Wellsville-Middletown R-1 School District. For service and contact information, go to the website <http://www.wmr1.k12.mo.us> or call 573-684-2047.

Title I Parent/School/Student Compact
Wellsville-Middletown Elementary School
2013-14

As a result of our schoolwide Title I program, your child is eligible to receive additional assistance at no cost. In order to increase the academic gains of the participating student, the work done in Title I will require a team effort. This team (made up of teachers, parents, and students) each has their own separate responsibilities.

As a teacher, I am an important part of the team. I believe Title I is an important part of your child's educational program and I will support and encourage your child in the Title I program by:

- Meeting with your child on a daily basis to provide instructional strategies in reading or math, using quality curriculum in a positive learning environment
- Participating in parent-teacher conferences
- Sending home progress reports quarterly
- Being available for questions and concerns
- Keeping grades updated for parent monitoring through the parent portal
- Providing access to additional instructional services and tutoring

As a parent, you are an important member of the Title I team. Your responsibilities are to support and encourage the Title I program by:

- Listening to your child read each day
- Helping your child with reading/math assignments

- Attending parent-teacher conferences, Open House, and family activity nights
 - Making sure your child attends school regularly and on time
- As a student, you are a valued member of the team. Your responsibilities include:
- Doing your best in your work and in your behavior
 - Respecting yourself, your school, and other people
 - Coming to school prepared with your at-home assignment
 - Maintaining a positive attitude toward school

Teacher Signature _____

Date _____

Parent Signature _____

Date _____

Student Signature _____ Date _____

Wellsville-Middletown R-1
 Title I Preschool
 Multi-Criteria Selection Form

Children must be age-eligible and reside in the Wellsville-Middletown School District. Information will be collected through administration of the DIAL-3, behavior observations of the screener, parent questionnaire, and related services received. Additional information from the Early Childhood Screening Team will be considered in select cases.

- Priority I: 4 year olds previously enrolled in preschool and children that have an IEP in place or having speech/language concerns
- Priority II: 4 year olds who will be eligible for Kindergarten next year
- Priority III: 3 year olds who will be eligible for Kindergarten in two years
- Priority IV: Returnign students who are age-appropriate for Kindergarten

Child _____ DOB _____

Parents _____

DIAL-3 Scaled Scores:

| | |
|--|-------|
| Motor | _____ |
| Concepts | _____ |
| Language | _____ |
| (Parent Questionnaire raw score) | |
| Self-Help | _____ |
| Social Development | _____ |
| Behavioral Observations (5 points = no concerns) | _____ |
| Vision (5 points = no concerns) | _____ |
| Hearing (5 points = no concerns) | _____ |
| Speech (10 points = no concerns) | _____ |
| At Risk Concerns (5 points = no concerns) | _____ |

Total _____

Eligible _____

Ineligible _____