

Title I.A LEA Plan

Implementation Year(s): 2017-18 - 2019-2020

LICKING R-VIII (107154)

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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 Licking R-VIII School District will coordinate and integrate Title I services through a school wide program at the Licking Elementary School for Pre-School aged children through sixth grade, along with the following district utilized supplemental services: classroom size reduction in mathematics at the Licking High School and additional professional development under Title II.A, supplemental technologies to assist with instructional programs and increase district safety measures under Title VI.B, and the identification of homeless students along with the implementation of homeless program services. The Title I school wide services will work in conjunction with the Ozark Action Head Start and the Sonshine & Rainbow Day School Preschool Programs to assist with a transition program into the Licking Elementary School.

The Licking R-VIII School District reviews funding that it receives for Title I services and resources to ensure that the district is allocating the funds properly and to its greatest effectiveness. To limit the possibility of duplication, proper documentation for each eligible students' participation within each program will be maintained. Documented meetings and collaboration time is provided for the administration and teachers who participate with supplemental services to aid in the identification and prevention of possible overlapping services, to increase program effectiveness, and to continue to improve instructional programs.

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.

Based on Licking R-VIII Board of Education Policy # IGBCB, the Board of Education of the Licking R-VIII School District directs the administration to identify migratory children in the district, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children the district will:

1. Identify migratory students and assess the educational and related health and social needs of each identified student.

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, elective classes, fine arts classes, etc.
 3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
 4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.
 5. Provide parents an opportunity for meaningful participation in the program.
- If a migrant student is identified by the district, the superintendent or designee will notify the State Director and request assistance if needed.

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 Licking R-VIII School District at the Licking Elementary School has met with teachers, administrators, and parents to discuss needed services to be funded by Title I.A. The elementary school uses the STAR Reading and Math Assessment Programs to monitor the progress of students in reading and math. It also helps identify students who need additional interventions. These students are also given the SDRT, Stanford Diagnostic Reading Test, to better target needed skills. Individualized reading improvement plans will be designed for students in 1st through 6th grades who have been identified as at-risk of failing reading. Communication Arts and Mathematic support will be given by highly qualified teachers.

Professional development will be available for all PK-6 staff on an as needed basis. Intense emphasis will be placed on the teaching and mastery of GLE's and Common Core Standards in both reading and mathematics. Teachers will be encouraged to develop quality student-centered lessons. Students will be compelled to set and meet AR goals. The elementary school will continue to use an online based program in grades 3-6 for Communication Arts, Math, Science, and Social Studies for the review of said standards. **Students will have access to supplemental resources through the use of Buckle Down workbooks for reading, writing, math, and science.** Students will have access to the use of a mobile computer lab to access Communication Arts and Math resources that are web-based. Targeted students will be offered after school tutoring. Title I Reading and Math teachers will push- in to some classrooms to help a large number of students. For some classes the students will be pulled out for instruction in small groups for both Communication Arts and Math.

The Licking R-VIII School District at the Elementary School will improve student academic achievement, in English Language Arts and Mathematics, through the use of technology to encourage the use of research/application-based instructional methods and curriculum. Students will obtain knowledge, at higher levels of understanding, through the use of supplemental integration of technologies and computer literacy. Students will be actively engaged to use technology as a tool rather than passively receiving information from the technology. This objective will be met by providing adequate use of technology per grade level through the purchase of technology. The Licking R-VIII School District will facilitate higher order learning activities that may not have been possible without the supplemental use of technology. The district will support rigorous evaluations regarding the impact of student academic achievement and ensure that results are widely accessible through electronic means. Interim benchmark assessments will be utilized. The district will support initiatives that enable the school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with Common Core State Standards, through such means as high-quality professional development. The Licking R-VIII District will enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through constructivist pedagogy (e.g. project-based, application-based, cooperative learning) through electronic means.

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 Tutorial

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

5

Number of paraprofessionals

4 full time and 3 part time paraprofessionals

- ☒ 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:

Grade level Pre-School-Sixth grade teachers are allowed a professional development collaborative grade level time on a quarterly basis, or more frequently as needed by grade level and/or subject area as well as planned, multiple group, PD sessions to encourage student-centered/application-based lesson design (including all grade-level district faculty members).

- ☒ Other:

Parent Involvement Committee

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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.

Push-in model for full group instruction. Title 1 staff as tier 2 level for small group within class. Tier 3 special education staff and Title 1 staff pullout intensive instruction.

- ☐ 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:

Study Island, **Buckle Down**, and teacher created common formative assessments.

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:

Study Island, **Buckle Down**, and teacher created common formative assessments.

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 funds will be used in the Licking Wildcat Early Learning Center for salary of teacher and aide (servicing 20 students), instructional materials, utilities, and supplemental resources used to develop PK curriculum in conjunction with Licking R-VIII Elementary. Students will be in session 6.5 hours per day, starting at 7:30 am and ending 2:00 pm. Pre-School will service 4-5 year olds, students with high needs, and/or prior to kindergarten school-aged children.

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

The Licking R-VIII School District has a Parent Involvement Committee that meets on a quarterly basis. The Parent Involvement Committee plans an annual Family Fun Night where fun educational activities are available to encourage parent/child interaction, as well as a M.A.P. station where parents and students work together on a sample M.A.P test of their child's grade level. Parents are notified of activities and events through the calendar listed on the district website, a monthly school calendar of activities that is sent home with students in grades preschool through sixth, letters to parents are sent home through each classroom student's weekly folders, and automated phone calls to parents through the School Reach System. The Licking RVIII School District has Parent Teacher Conferences twice per school year to inform parents of their student's academic progress, where individual M.A.P. results

are explained to parents. Title I teachers and paraprofessionals provide academic progress reports to parents during the twice annual parent teach conferences. The second grade at Licking Elementary School conducts a student and teacher led parent teacher conference during the scheduled district conference events. Parents are also able to monitor student academic progress through the parent portal access of the district's student data system. Reading Nights to encourage parent involvement with student reading progress are scheduled throughout the school year for each grade level at the Licking Elementary School. Student handbooks are passed out to every parent for each student at the beginning of every school year, to help notify parents of district procedures and parent rights for educational programs. Pre-School will communicate with the community with needs assessment/upcoming developmental opportunities in conjunction with day-to-day operations through parent meetings.

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