

Title I.A LEA Plan

Implementation Year(s): 2016-17

ATLANTA C-3 (061150)

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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 Atlanta C-3 School District will coordinate and integrate Title I Schoolwide supplemental communication arts and math for K-6 students with other supplemental services including: Title II.A, and Parents As Teachers, Local funds, Basic Formula – State Monies and DESE CW Collaborative Grant.

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.

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 Atlanta C-3 School District has established procedures to identify migrant students upon enrollment with a question on student enrollment form. We have developed clear processes for providing Title I.A. services in a timely manner to migratory and former migratory students who meet the same eligibility criteria as any other student at the same grade-levels served by supplemental Title I.A. programs. Our Schoolwide Title I provides services to all K-6 students in the district. Upon entering the district students will receive screening assessments to place them in the appropriate RTI tier and their school records will be examined to evaluate services 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 Atlanta C-3 School district has met with teachers, administrators and parents to discuss needed services to be funded by Title I. A. The district has chosen the Discovery Education Assessment program, to progress monitor and benchmark achievement of students to better target needed skills and group students for interventions. The district also uses data from Common Core Assessments, Rocket Math, DOL, DOM, WRAT, and DRA to determine needed interventions. Supplemental programs will be provided by highly qualified teachers working with eligible students using differentiated instructional practices, based on student needs and feedback received through consultation and parent surveys. The district will provide supplemental support for any student in our Schoolwide program needing assistance with Math or Communication Arts.

Communication Arts support will be provided for all eligible K-3 students, including individual or small group lessons using Reading Recovery. Our Title II.A funds are used for a class size reduction teacher who works with small reading groups in the first and second grade. In grades 4-6 Title I services are provided by a Supplemental Communication Arts teacher, to any students needing extra help. These teachers use small group instruction, push-in, and pull out. Our Supplemental CA teachers also provide RTI instruction.

The district also provides supplemental math support for students in grades k-6. The supplemental mathematics program will include providing small group, individual and whole group instruction to increase math facts and numeracy skills along with problem solving, fractions and decimals. Rocket math is used for grades K-6.

Professional development will be available for all K-6 staff working with students. The focus of our professional development will be on using data to determine scientifically based instructional practices and using differentiated instruction. Our K-3 supplemental communication arts teacher will receive continuing contact hours for Reading Recovery.

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:

RTI

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

1.25 FTEs Supplemental Communication Arts
.25 FTE Supplemental Math
.25 FTE Title II.A Class Size Reduction
.15 FTE Federal Programs Coordinator (admin.)

Number of paraprofessionals

n/a

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:

Monthly Reading Recovery Continuing Contact Hours for K-3 Supplemental Communications Arts teacher, Lyndsey Calhoun.
Title I funds may be used for professional development for Federal Programs Coordinator
Title II.A funds may be used to support professional development for the Administration

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

Schoolwide Positive Behavior Support. Date of implementation

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

A tiered instructional support based on 3 levels gathered through benchmark assessments. Educators instruct the class as a whole group during Tier 1 instruction. All students are included in this instruction. Tier 3 students are found by calculating the lowest 1-2 achieving students per grade level based on benchmark assessments. These Tier 3 students are given one on one instruction for twenty minutes each day to support their intervention needs in the areas of Math and Reading. Tier Two students are 3-5 students that fall near the struggling mark based on our benchmark data. These students receive small group instructions in the area of Reading and Math 35 minutes per day to support their intervention needs. All other students receive enrichment instruction during this time to enhance physical education, health, social skills, music, math, and communication arts knowledge.

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

The district will utilize the Reading Recovery Program for grades K-3.

The district will utilize Supplemental Reading and Math teachers for small group and push-in instruction grades K-6.

Continuing professional development will be provided in research based strategies using data to drive instruction and evidence based strategies for higher order thinking, listening, comprehension and problem-solving.

The elementary teachers will participate in data team meetings with guidance from the RPDC.

The district will implement a unified reading curriculum grades K-6. (Journey Common Core, Houghton, Mifflin, Harcourt)

The district will continue to implement a unified math curriculum series grades K-6 (enVision 2.0, Pearson).

The Reading Counts program will continue to be used to provide individualized exposure and comprehension of supplemental texts.

Rocket Math- This program will be used daily, grades K-6, to reinforce basic facts and skills through practice and repetition. Each teacher will set quarterly goals for their students and intervention plans with the Supplemental Title I Math teacher. Assessments with the programs will be used to track progress and goals and communicate goals with parents and students.

Focus on the researched based problem solving strategies included in the elementary math series. In addition, implementing daily math problem solving strategies that will target higher order thinking. These strategies will include in depth modeling and transition into independent solutions and multi-step problems. Additional classroom interventions include:

- Research based learning strategies will be used in grades K-6, such as learning styles, cooperative learning, and differentiated instruction.
- Daily Oral Math and Daily Oral Language have been implemented (consistent series) in grades K-6.
- Journaling-Free response and writing prompts will be used to expand thinking/writing skills consistently.
- Word problems will be modeled daily.
- Reading Counts assessment will be used on a quarterly basis for all students grades 2-6.
- Vocabulary and dictionary skills, such as using context clues to define vocabulary and student created notebooks, will be used on a weekly basis in grades K-6.
- Evidence based listening practices will be utilized cross-curricular every day.

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:

DOL
WRAT
Reading Counts

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:

Rocket Math
WRAT
DOM

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):

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

Our supplemental communication arts and math teachers meet with parents during our fall parent/teacher conferences to inform parents of learning concerns. Our Lumen grade system enables parents to monitor students classroom grades.

Our district provides four meetings a year for parents focusing on activities that will strengthen math and communication arts skills in grades K-6. Pre-K parents are given a take home packet of activities based on kindergarten screening results. Our district has a Parents as Teachers program for preschool students and parents.