

Title I.A LEA Plan

Implementation Year(s): 2013-14

GIDEON 37 (072073)

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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 Gideon School District will coordinate and integrate Title I funds with other funds including: REAP, Smalls Schools Grant, Prop C, Title II A, D, state funding, basic formula, Classroom Trust Funds, and local funds to provide support for all students. REAP Flex may provide movement of fund for Title V purposes if required. Funding will be utilized to support:

Supplemental Instruction:

RTI Instruction, after-school tutoring, summer school will be utilized to provide additional instructional support to children identified as requiring additional assistance in mastery skills and concepts. The Acuity data systems will be used to identify gaps in learning and drive instruction. Additional materials and supplies to support instruction will be secured to help meet student learning needs.

PD training and support. The Professional Learning Community (PLC) structure and Instructional Coach will provide job-embedded PD and support as teachers improve instruction. Funding will be utilized for the instructional coach position, PD materials and supplies and on-line PD support (Next Network & PD360). Funds will also support professional learning through targeted PD workshops.

Preschool program. A comprehensive preschool program will continue to be developed and implemented to support student learning. Funding will be utilized to provide a preschool instructor, secure developmentally appropriate materials, and PD training and support. Transportation will be provided to preschool students.

The district will continue to monitor and review existing services and resources to ensure that programs are in compliance, are effective and efficient in utilization of funding sources. On-going review and monitoring will also identify any overlapping services, which will be addressed, and ensure that instructional programs are seamless and well-coordinated.

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 Gideon School District has procedures and guidelines in place to quickly identify and address the needs of migratory students and to serve them under Title I. The enrollment process includes forms filled out by the parents with questions that assist in identifying students who would be considered to fall under migrant eligibility. Proof of residency also assists in verifying residency. All migrant students who meet the same eligibility criteria as other students at the same grade-level will be served through Title I.A programs. Staff also report any student thought to fall under migrant status to the building principal who then ensures that the student is properly identified as migrant eligible and receives appropriate services as other eligible students.

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.

In order to support student success the Gideon School District will provide interventions, improved instructional programs/practices and job-embedded professional development.
Intervention:

RTI will be utilized to provide student academic support. The Acuity System will provide teachers and staff a means to monitor and track student learning. Benchmark assessments will be given in the fall, winter and spring and are aligned with the Core Academic Standards. Utilizing this system teachers and staff will be able to identify the strengths and weaknesses of each individual students and place them in the correct Tier I , Tier II or Tier III group. Tier I students will receive whole group instruction and are those students who are performing at grade level. Tier II students are those who have specific identified areas of weakness and receive an additional small group instruction within the classroom. Tier III students are significantly behind in concept and skill levels and receive more intense individual instruction. The Acuity system has the ability to allow teachers to assign additional instructional modules on specific concepts that have been identified through benchmark testing and to track individual student growth.

The Acuity system will be utilized, in addition to the MAP, to assist in diagnosis, teaching, and learning in the classroom to enable students to meet the Core Academic Standards, be successful in mastering content, provide data to drive instruction, and track individual student growth. Through the system students will take benchmark assessments in the fall, winter and spring. Teaching staff will utilize this data to: identify individual academic strengths and weaknesses, evaluate whole class understanding of core concepts, assign individual lessons and activities based on benchmark data, track and report student academic growth over time, and revise lessons/activities. As benchmark assessments are completed data teams, with the support of instructional coach, will evaluate individual and group data to determine individual learning needs and revisions in lessons. As the team evaluates the data, looking at the distracter analysis and class reports, the team will identify which concepts students did not grasp during whole group instruction. This knowledge will allow the team to revise lessons and activities using research-based strategies to ensure students master concepts. As the data is drilled down to an individual level, teachers will assign students appropriate Acuity lessons based on individual needs and implement targeted instruction for interventions. As the year progresses the team will review growth reports to ensure students are reaching mastery of concepts and intervene with appropriate instructional strategies.

After School Tutoring will also be used to provide additional support to students

identified as needing assistance. The Acuity data system , teacher observation and classroom assessments will be utilized to identify those students and drive instruction for interventions.

Summer School will add an additional layer of intervention support and will utilize the same data sources to identify individual student learning needs.

Professional Development:

Job embedded high quality professional development is provided in a variety of ways to support learning. First, the Next Network provides support and resources to all teaching staff. This online network provides teachers with up-to-date information and guidance for the Common Core, Gold Seal Lessons aligned with the CCSS, Next Generation assessments for CCSS aligned with the Smarter Balanced Assessments, PD training through video casts, and information and training on the Rigor/Relevance Framework. This resource will be essential as transition to the CCSS is made. Principal and coaches use the system to provide individual teachers with needed support by assigning videos on research-based strategies they need assistance with. Teachers are also able to acquire new skills and knowledge by viewing videos of their choice to improve teaching practices. Third, an instructional coach provides mentoring, modeling, feedback and on-going support through weekly classroom sessions and meeting regularly with teachers to provide resources and assistance in planning instruction. Additional PD training to support implementation of research-based instructional strategies outlined in the district CSIP to ensure students master the Core Academic Standards will also be implemented. The PLC structure will also be utilized as a vehicle to provide training and support to teachers as they acquire new skills and strategies to improve teaching/learning in their classrooms. Necessary materials/supplies as well as targeted workshops to support instruction will be secured to support learning.

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

2.0 FTE will be employed to provide services. One full-time instructional coach and one full-time
Preschool Teacher.

Number of paraprofessionals

Zero 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:

Project Construct Training	Preschool	Summer 2013		
Data analysis Training:	Grade Levels K-12	Aug.-Sept. 2013	Jan. 2013	March, 2014
Common Core Training:	Grade Levels K-12	Sept.-Oct. 2013	Jan./Feb. 2013	March/April 2014
Next Network Training:	Grade Levels K-12	Oct./Nov. 2013		
Professional Learning Communities	Grade Levels K-12	Oct.2013	Jan./Apr.2014	

- 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.

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- 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:

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):

A Preschool Program will be offered during the regular school year. The preschool will operate through two, 1/2 day sessions, five days per week and will follow the regular school year calendar. Transportation will be provided to preschool children. Four-year olds will be served through the program, children who are one-year away from entering kindergarten. The Preschool teacher will participate in high quality professional development, Project Construct, to obtain the skills and knowledge to support student learning. Materials and supplies will be secured to fully support the preschool program.

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

Parental involvement is an essential component to support students' success. Therefore, the following activities are conducted to cultivate parental involvement, include them in planning, and notified of rights.

- At the beginning of each school term parents and stakeholders of the district are provided information concerning the Title I programs and processes through an open meeting held during Open House Night.
 - Parents are provided copies of the Parent/Student Compact
 - Federal Programs Complaint Resolution Procedures are published in the student handbook. Handbooks are also available on-line via the district website
 - Parents /guardians are sent letters notifying them when their child is taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
 - Home & School Connections are regularly sent home and include suggested learning activities parents can do with their children to improve learning.
 - Parent/Teacher Conferences are held in the fall to share information on their child's learning. During these conferences teachers explain student's mastery of concepts and skills. If a child is having difficulty teachers share learning activities and resources they may use at home with their child to support learning.
 - Links to educational resources are provided to district parents via the district website.
 - PAT also provide support and training for parents of young children.
 - Additional activities may include: Grandparent's Day, parent nights where students showcase their work, students activities/videos showcased on the district website. parent training for reading and mathematics
- Parents are also included in planning and involvement through the School Advisory Committee. Title I meeting participants do the following:
1. Review of data (Acuity, MAP, APR and other data from the year)
 2. Review of the year's Title I activities
 3. Looking toward upcoming year (Plans, revisions, input)
 4. Review of Parent-School-Student Compact with recommendations and revisions
 5. Evaluate and review Plan
 6. Review of the LEA parent Involvement Policy
 7. Evaluate and review:
 - a. Plan
 - b. Title I LEA Plan
 8. Review, discuss, revise/recommendations Parent Involvement Policy & Plan
 9. Recommendations and revisions

Input for planning is also obtained from surveys.