

LOCAL EDUCATIONAL AGENCY (LEA) PLAN

A school district may receive Title I funds only if the district has a state-approved LEA plan for implementing the Title I program. This plan is to help low-achieving students meet the Show-Me Standards. The LEA plan is to be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and parents of children in schools served with Title I funds. Each district is required to review the LEA plan annually and to make any necessary changes in the district's Comprehensive School Improvement Plan (CSIP).

Information from brochure, "Title I Improving Your Child's Education", published by Channing Bete Company, 2002.

Title I LEA Plan

This is a summary of the approved LEA (Local Educational Agency), or District Title I Plan, for implementation years 2017-18.

1. The district will coordinate and integrate Title I services with other educational services at the district or school level. Title I is used to help support the academic goals within the district. Teachers work with all staff members to ensure that each learner is receiving instruction based on their individual learning needs.
2. Migratory and former migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children receiving Title I services.
3. Title I services are delivered through targeted assistance (Sunrise) and a school wide program (Dear).
4. The LEA will provide instruction to students at risk of academic failure through push-in (Dear) and pull-out (Sunrise and Dear) instruction.
5. Title I instructional services are used for educational assistance to individual students assessed as needing help in meeting Missouri's Learning Standards. We currently employ 5.5 employees that are all highly qualified. This includes a full-time preschool teacher. We have no Title I math.
6. Evidence-based practices supported with Title I funds that will be implemented to strengthen the school's core academic program are Professional Learning Communities (since 2006-2007) and tiered instructional support such as Response to Intervention (RtI-implemented beginning in 2010-2011). Need for tier instructional support is determined via a Universal Screener (DIBELS Next), DRA Reading Levels, and teacher input. Teachers, Title I teachers, parents and staff work together, meeting and/or reviewing data in order to make plans appropriate for each student. Changes are made as the data and meetings indicate.
7. The district will extend student learning time (if applicable) by providing before- and after-school tutoring, summer programs, and other programs such as "Blast-Off" for students entering kindergarten, first grades. This was designed to be an introduction to the school year.

8. High-quality student academic assessments, in addition to the Missouri Assessment Program (MAP) Communication Arts scores, will be used 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. The LEA will use the Developmental Reading Assessment (DRA), Scholastic Reading Inventory (SRI) and/or Basic Reading Inventory (BRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Northwest Evaluation Association Measure of Performance (NWEA-MAP), and learning in the classroom enabling low-achieving children to meet the Missouri Learning Standards; to determine success of children served; and to determine what revisions need to be made.
9. For Targeted Assistance only, the assessments in #8 and the following make up the multiple criteria used to identify eligible children most in need of services: teachers' objective checklists/academic indicators, and developmentally appropriate assessments (PK-Grade 2).
10. NA
11. Preschool services are supported with Title I funds. The research-based preschool curriculum chosen is "Project Construct". Services provided to Title I preschool students are $\frac{1}{2}$ day, four days per week, with three-year-olds attending in the morning and four-year-olds attending in the afternoon. One day per week is used to collaborate with Head Start, area preschools and the families in the program.
12. The LEA has identified effective parental involvement processes and is providing educational activities. Throughout the year parents are invited to workshops based on their interests, family activities such as Parent Orientation Meetings at the beginning of school year, and Library Family Night, and Polar Express and Reading Resolutions Family Literacy Nights among others throughout the year. Title I meetings are also provided to review data and plan for the upcoming year at the end of each school year.