

Title I.A LEA Plan

Implementation Year(s): 2016-17

ODESSA R-VII (054041)

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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.

Odessa R-VII School District will coordinate and integrate Title I funds with other funds including: funds for children with disabilities, neglected or delinquent youth funds, homeless student funding, and local funds to provide continuous support for all students.

Odessa R-VII has reviewed all available funding to increase the effectiveness of all programs. Documentation of students receiving supplemental instructional services will be maintained. Students and programs will be monitored as to eliminate any redundancy in services provided. Intervention Strategies Teams will meet weekly to monitor students who are receiving supplemental instruction to determine if instructional plans are successful and to ensure appropriate services are given to students.

McQuerry Elementary and Odessa Upper Elementary will coordinate and integrate Title I.A funds with other funds including: funds for children with disabilities, neglected or delinquent youth funds, homeless student funding, and local funds to provide continuous support for all students. Utilizing an intervention model of support and instruction, all students will be provided teaching based on analysis of student data. McQuerry Elementary and Odessa Upper Elementary will utilize a consistent assessment schedule, a collaborative analysis of data through Team Meetings and common planning times, and assistance from the Intervention Team to provide the appropriate level of support for students.

For Kindergarten transition McQuerry Elementary will provide a pre-Kindergarten Summer School Program. Every pre-Kindergartner will be invited to attend a half-day session throughout Summer School. An orientation night will be held for kindergartners and their parents. At the orientation everyone will be provided a tour of the school building, classrooms, lunchroom, gym, school bus, and playground. Classroom and grade level expectations will then be discussed.

Parents as Teachers works with many families in the school district prior to Kindergarten. Local pre-schools will be provided information about Kindergarten expectations and curriculum so they can assist in the preparation of students entering Kindergarten. Programs such as Head Start will provide schools with data so that early interventions can begin with students.

Odessa Upper Elementary will provide transition plans for incoming third graders and outgoing fifth graders. Each incoming grade level teacher will receive extensive data on services provided by each prior school for individual students. This data will include service/s provided, the length of time the service/s was provided, and whether the student service status is Maintaining, Monitoring, Exiting or Exited the service. Vertical cross-building teachers will be provided time to meet, review data, and ask questions of previous grade level teachers regarding services provided.

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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.

All students will be eligible to receive services based on individual student needs. Migrant students are identified during the enrollment process at each building. Migratory students will be eligible to receive services on the same basis as any other student. A comprehensive data analysis will be completed on all students. Data will be disaggregated by grade level, free/reduced lunch, minority, students currently receiving intervention support, and students receiving special education services. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Team will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Students that fall into the basic or below basic categories will also be given the opportunity to receive after-school tutoring and additional instruction during summer school.

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.

Odessa R-VII teachers will utilize data that is gathered throughout the school year (MAP results, CBTE-Terra Nova results, Beginning—Middle—End of Year Developmental Reading Assessments, Benchmark Reading Assessments, writing prompts, pre- and post-tests for writing units, running records, informal formative assessments) to identify students in need of instructional support. Data will be disaggregated by grade level, free/reduced lunch, minority, students currently receiving intervention support, and students receiving special education services. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Strategies Team will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Students that fall into the basic or below basic categories will also be given the opportunity to receive after-school tutoring and additional instruction during summer school.

McQuerry Elementary will use results obtained from the Benchmark Reading Assessment, running records, writing prompt data, local common assessment results, CBTE-Terra Nova, Concepts About Print, Letter Identification, Benchmark Phonological Assessment, and the Words Their Way-Primary Spelling Inventory. These assessments will be given at the beginning, middle, and end of the year, each six week grade reporting period, or kept daily in an individual student assessment notebook. Data from informal, formative assessments will be recorded in assessment notebooks and analyzed by classroom teachers and support staff as well as the Intervention Team. During collaborative team meetings the data will be discussed and information about student performance will be placed on the Electronic Assessment Wall. A comprehensive analysis of all students will be done using the Electronic Assessment Wall and assessment notebooks where individual information has been compiled. This data will be used to formulate classroom teacher lesson plans. McQuerry Intervention Team will also use the data to identify strategies for additional instruction. After multiple instructional opportunities, the Team will reconvene to determine whether the strategy was successful and determine if any additional supports are needed. The data will also be used to develop flexible targeted groups of students that can be a part of either a Tier 1 or Tier 2 Intervention.

McQuerry Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. The following reflect examples of interventions designed specifically to student needs.

clapping syllables, rhyming, beginning consonant, one-to-one matching, Concepts About Print, pushing sounds, sight word recognition, hearing and recording sounds, cut-up sentences, ten-minute intervention lessons, student generated books, high interest/ low readability books, ABC chart-identification, phoneme cluster charts

Title I.A Sources:

The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader
Leveled Literacy Intervention,
Marie Clay - theories and practices
Scholastic News
Oral Language Acquisition Inventory
Scholastic Guided Reading Short Reads
Jan Richardson Next Step Guided Reading Assessment

Odessa Upper Elementary will use results obtained from the MAP test, Benchmark Assessments, Scholastic Reading Inventory, running records, writing prompt data, local common assessment results, and the CBTE-Terra Nova. These formal and informal assessments will be administered throughout the school year. Data from informal and formative assessments will be recorded and analyzed by classroom teachers and support staff as well as the Intervention Strategies Team. During collaborative team meetings student work will be examined and instructional plans designed. Literacy Team Meetings will be held monthly to provide ongoing professional development with regard to instructional strategies and student progress focused on reading and writing curriculum. The Intervention Strategies Team will also use the data to identify strategies for supplemental instruction. After multiple instructional opportunities, the Team will reconvene to determine whether the strategy was successful and determine if any additional intervention strategies are needed. The data will also be used to develop flexible targeted groups of students who can be a part of either a Tier 1 or Tier 2 Intervention.

For students to become self-regulated learners, the following research based interventions, through the use of teacher modeling and scaffolding, will be implemented in Tiers One and Two by OUE teachers.

Provide instructional text; Preview text by predicting and locating specific words in text; View pictures and text features to support meaning; Scaffold problem solving by providing appropriate prompts to support the use of meaning, syntax, or visual cues; Provide appropriate prompts to self-monitor or cross check all cuing sources; Provide specific instruction in the orthographic system by making and breaking words with magnetic letters and using sound boxes during writing; Use onset and rhyme and analytic phonics; Provide opportunities to respond to reading through writing by using assisted writing for practice with noticing details of words; Enlist close reading strategies to build comprehension; Utilize repeated readings to build fluency; Model comprehension strategies such as visualization, rereading, determining importance, predicting and confirming outcomes, making connections; Use graphic aids to organize thinking; Implement supervised peer discussion

Title One Sources

Leveled Literacy Instruction
Guided Reading with leveled books
Words Their Way
Guiding Readers and Writers Grades 3-6
Making Meaning
Being a Writer
The Next Step in Guided Reading
Mosaic of Thought
Marie Clay theories and practice

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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:

Odessa R-VII teachers will utilize data that is gathered throughout the school year (MAP results, CBTE-Terra Nova results, Beginning—Middle—End of Year Developmental Reading Assessments, Benchmark Reading Assessments, writing prompts, pre- and post-tests for writing units, running records, informal formative assessments) to identify students in need of instructional support. Data will be disaggregated by grade level, free/reduced lunch, minority, students currently receiving intervention support, and students receiving special education services. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Strategies Team will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Intervention Strategies Team can also use the data to identify strategies for additional instruction. After multiple instructional opportunities, the Team can reconvene to determine whether the strategy was successful and determine if any additional supports are needed. The data will also be used to develop flexible targeted groups of students that can be a part of either a Tier 2 or Tier 3 Intervention. Students that fall into the basic or below basic categories will also be given the opportunity to receive after-school tutoring and additional instruction during summer school.

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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 teacher--Supplemental Communication Arts
3 teachers--Reading Interventionist Teachers
1 teacher--Supplemental Literacy Assignment-Literacy Coach

Number of 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:

Literacy Coach embedded professional development for grades K-5: Classroom teachers, special educators, monthly
Reading Interventionist Training: M.A.R.R.E Reading Recovery & Early Literacy Conference November 9-11, 2016

- 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

1999-Present

Grade Level Data Teams:

McQuerry Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. Data will be disaggregated by grade level, free/reduced lunch, minority, students currently receiving intervention support, and students receiving special education services. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Team will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Students that fall into the basic and below basic categories will also be given the opportunity to receive after-school tutoring and/or additional instruction during summer school.

Whole Group, Vertical, and Collaborative PLCs:

Teams meet across district and building levels for the following purposes: vertical curriculum alignment, student focus studies, data analysis to drive instruction, book studies, student work/assessment analysis

During weekly collaborative team meetings, Odessa Upper Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. Data will be disaggregated by grade level, free/reduced lunch, minorities, students currently receiving intervention support, and students receiving special education services. Content Standard Summary results and MAP Item Analysis are reviewed at the building level, individual level, and subgroup level. This data will be used to develop flexible target groups of students that are in need of additional support. The Intervention Strategies Team (IST) will also meet to analyze student data, give the classroom teacher support and guidance, and develop a plan of intervention for students. Time each day for supporting students will be built into the Master Schedule of the building.

If classroom interventions do not meet the needs of the student, Title I.A. pull-out/push-in groups will be formed based upon student needs. This support will supplement regular classroom instruction.

- Schoolwide Positive Behavior Support. Date of implementation

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

Literacy interventions will be structured within a tiered framework.

Tier One: The Intervention Strategies Team will meet with the classroom teacher to analyze student data and develop a plan for appropriate instructional interventions. Monthly professional development around research based literacy strategies will be provided to classroom teachers. This professional development will be set within the context of Literacy Team PLCs and lead by a highly qualified reading specialist. Grade level collaborative teams will reflect on the effectiveness of implemented practices and adjust instruction if needed.

Tier Two: Students who are not responding to Tier One instruction will be supported by push-in/pull-out instruction provided by Title One teachers. This instructional time will be in addition to classroom literacy instruction.

Tier Three: Students who are not responding to Tier Two instruction after two to three data point analyses, will have data returned to the Intervention Strategies Team. The Intervention Strategies Team, in collaboration with the classroom teacher, may refer the student for evaluation by the Special Education Team. A student qualifying for either Special Education or a 504 plan will be identified as a Tier Three student and will receive specialized instruction based upon their Individual Education Plan or 504 plan.

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

McQuerry Elementary teachers will utilize data that is gathered throughout the school year to identify students in need of instructional support. The following reflect examples of interventions designed specifically to student needs.

clapping syllables, rhyming, beginning consonant, one-to-one matching, Concepts About Print, pushing sounds, sight word recognition, hearing and recording sounds, cut-up sentences, ten-minute intervention lessons, student generated books, high interest/ low readability books, ABC chart-identification, phoneme cluster charts

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Marie Clay - theories and practices

Scholastic News

Oral Language Acquisition Inventory

Scholastic Guided Reading Short Reads

Jan Richardson Next Step Guided Reading Assessment

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Leveled Literacy Instruction

Guided Reading with leveled books

Words Their Way

Guiding Readers and Writers Grades 3-6

Making Meaning

Being a Writer

The Next Step in Guided Reading

Mosaic of Thought

Marie Clay theories and practice

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:

Running records, writing prompt data, local common assessment results, CBTE-Terra Nova, the Benchmark Reading Assessment, the Concepts About Print, Letter Identification, Gentry Spelling Assessment, and the Words Their Way-Primary Spelling Inventory

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:

Local common assessment results

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:

Parents at Odessa R-VII are offered multiple opportunities to be involved the life of the school.

Family Activity Nights will be sponsored by the school and the Parent Teacher Organization of McQuerry Elementary. These nights will center around students, curriculum, and developing a partnership with families. Another activity will be the One Book, One School program offered to students and families. Each family in the building will be given the same copy of a book with a reading schedule. Parents will be encouraged to read with their student each night. During the school day various activities, readings, and support will center around the book. BINGO for Books will provide families with an opportunity to receive free books to build home libraries. Home and School Connections will be sent home monthly to provide parents with activities that reinforce learning. Classroom teachers will regularly send home classroom newsletters to inform parents of classroom instructional objectives being taught. The school office will monthly send home an event calendar of upcoming activities and events. The district text alert will provide reminders to participating parents of upcoming school-wide events. The school marquee will be utilized to provide parents with upcoming events as well. The computer instructional programs will be accessible for students at home. Annually, Title I.A. parent meetings will provide parents the opportunity to provide input and feedback regarding the Title I.A program. Parents will also be provided a Title I.A. survey to provide feedback and reflections on the Title I.A program. A Title I.A. brochure will be provided to parents during fall Parent/Teacher conferences and on an as needed basis. A Title I.A. tab on the district website will provide home communication. Book Fairs sponsored by Title I.A. will provide opportunities to build home libraries. Annually, parents read and sign a Title I.A. Parent Compact. Additionally, Federal Programs Complaint Procedures are published in the Bulldog Bulletin sent to all district families, the student handbook, and the local newspaper. The 2016-2017 year will provide Title I.A families of identified struggling learners with an opportunity to attend workshop/s, gain a deeper understanding of Title I.A, provide home learning strategies, and to provide parents of struggling learners a support community.

Parents at Odessa Upper Elementary will be offered multiple opportunities to be involved in the life of the school. Parents Learning and Understanding Student Success (PLUS+ Parent) Nights will be sponsored by the school and the Parent Teacher Organization of Odessa Upper Elementary. These nights will be centered around students, curriculum, and developing a partnership with families. Parents will be encouraged to attend many other events in the life of the school—including breakfasts, carnivals, book fairs, field trips, Title I.A. workshops. Additionally, parents will be encouraged to be service volunteers.

District parents are encouraged to attend many other events in the life of the school—including breakfasts, carnivals, book fairs, field trips, and to be service volunteers.