

Lonedell R-XIV School District

Title I Handbook

Kindergarten through 8th Grade

2018-2019



Lonedell R-14 Title I Program

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Title I Program Information

What is Title I?

Title I is a federal program that provides additional math and/or reading instruction.

What is a School-wide Title I Program?

A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

In general, a Title I school may operate as a school-wide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. *[Section 1114(a)(1) of Title I of ESEA].*

Whereas Title I targeted assistance programs only provide educational services to identified individual students, school-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis on school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Philosophy of Title I

As Title I educators, we believe it is our duty to provide intervention for students and support for the classroom teacher, while upholding Response to Intervention (RtI). Title I educators practice observational techniques, review class assignments and assessment data, and communicate with teachers and parents how best to implement RtI services.

As Title I educators we believe in the importance of on-going evaluations that provide timely data of individual growth. Information is shared with classroom teachers, school administration, and parents/care-givers. Data collected allows us to adjust the type of RtI, push-in or pull-out, which would serve the needs of the individual student in the most effective way.

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As a means to connect with and involve families and the community, we believe that it is important to introduce fun and educational ways to supplement math and reading instruction. Our goal each year is to provide family involvement nights that we call "Family Fun Night," at least once per semester. We also publish a column in the *Bobcat Newsletter* each month.

What are the goals of Title I?

The Title I program strives to provide an environment that:

- a. Promotes a positive attitude toward math and/or reading
- b. Improves student achievement in reading/writing and math
- c. Builds students' self-esteem and confidence
- d. Enables parents to be math and reading partners with their child

What does "Push-in" and "Pull-out" mean?

Some students are served through a push-in style of intervention. This means the student does not leave the classroom. Instead, the Title I teacher (or Title I Para) comes into the regular classroom and works with students there. However, students with a greater need can be served through a pull-out style of intervention. This means the student may come to the Title I room for additional instruction in reading and/or math. The student may come individually or with a small group of students.

How does Title I benefit my child?

First of all, the Title I personnel provide more immediate and intensive additional instruction to students who need it. This gives the student more individualized long- or short-term instruction. Title I personnel provide services to small groups during school-wide RTI time. Secondly, the Title I program has many supplies and resources for students to use. Most importantly, Title I services help students experience success, which increases self-esteem and motivation.

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AIMSweb

Starting with the 2011-2012 school-year, Lonedell R-14 Elementary began a new program to monitor all students' (*grades K-1st*) progress in reading. This new program is called AIMSweb.

AIMSweb is a process monitoring system based on direct, frequent and continuous student assessment. The results are used to monitor each student's progress and to determine an appropriate response to intervention.

Ongoing AIMSweb assessments are now a key component in determining who may need additional reading intervention or support.

More information about the AIMSweb program can be found at: <http://aimsweb.com/>

Developmental Reading Assessment

The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 4. Modeled after an informal reading inventory, the DRA is intended to be administered, scored, and interpreted by classroom teachers. There are two instruments in the DRA series: the Developmental Reading Assessment, Kindergarten through Grade 3, Second Edition (DRA2, K–3, Beavers, 2006), which includes the DRA Word Analysis (Beavers, 2005), and the Developmental Reading Assessment, 4–8, Second Edition (DRA2, 4–8; Beavers & Carter, 2003). The DRA2 K–3 and 4–8 are intended to identify students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, monitoring reading growth, and, for the DRA2 4–8, preparing students to meet classroom and testing expectations and providing information to stakeholders regarding reading achievement levels.

The DRA Word Analysis is designed to evaluate the phonological awareness and phonics skills of students in kindergarten and early first grade and the word analysis skills of below-grade-level readers in Grades 1 through 5. Title I uses the data received from DRAs to assist teachers in determining an appropriate response to intervention. natalierathvon.com/images/DRA_Review-08-25-2006.pdf

Reading Recovery

Reading Recovery is a highly effective, short-term intervention of one-to-one tutoring for the lowest achieving first grade students. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write.

Specially trained teachers work individually with students in daily 30-minute lessons lasting 12 to 20 weeks. After a full series of lessons, about 75% of these, formerly lowest students, reach grade-level standards.

<http://readingrecovery.org>

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Math Ideas for Parents

Try to make math fun for your child. If you can make math practice into a game, he/she will be more enjoyable for everyone.

Here are a few basic skills for you to work on with your child.

- Addition and subtraction facts. Use flash cards if you have them, or make them with your child. Use a deck of playing cards-draw two or three cards and add the value of them. Use number cubes (dice). Roll two or three times (or multiple die) and the value of each die face. Take turns with your child. Set a goal number and whoever reaches it first is the winner.
- Practice counting by 2's, 3's, 4's, etc., to 100.
- Practice adding 1 more, 2 more, subtracting 1 less, 2 less in your head. Start out with easy numbers and work your way up to more difficult numbers.
- Practice adding and subtracting with 10 in your head. Again start out with easy numbers and work your way up to more difficult numbers.
- Practice recognizing coins and their values. Practice counting money. Figure out how much snacks will cost. Figure change coming back, and counting back change. Figure out different denominations of coins to equal the same value.
- Practice telling time (on a digital and analog clock). Use terms like quarter-past, half-past, quarter of...
- Use a tape measure, ruler, yard stick, meter stick, or anything that is marked for measuring length. See how far your child can kick, throw, or hit a ball, etc. Make it a game or contest.
- Have your child help you cook! Have them read and measure out ingredients. See if your child can double a recipe or divide it in half.
- When traveling, predict how far you can travel in a certain amount of time or how much time it will take to reach your destination. Have your child keep track of how much money was spent on gas. Choose an item to watch for, such as canoes or blue VW's. Count the number of these items that you see as you travel. Again, make it a game or contest.
- Have your child look at a road map and help you plot your trip.



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Reading Ideas for Parents

- Have your child read at least 20 minutes every day and make it fun! Reading related activities should never be used as punishment.
- Show interest in your child's reading. Help him/her select appropriate reading material (but respect your child's reading choices within the bounds of reason).
- Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, magazines, books, etc.
- Check your child's comprehension of the story by asking questions:
 - Fact questions: What were the characters' names? Where did the story take place?
 - Sequence questions: What happened first, second, next, etc. in the story?
 - Critical questions: Did you like the story? Why? Why not? Which character would you have liked to be in the story? Why? How would you change the ending?
- Encourage your child to ask questions about the reading he/she is doing.
- Give your child opportunities to read many different kinds of print: grocery lists, road signs, maps, restaurant menus, etc.
- Encourage word play activities such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, crosswords, word searches, Scrabble, etc.
- Go to the school or town library. Let your child participate in the Summer Reading Program at any of the Franklin County Scenic Libraries.
- Make an effort to praise your child for improvement no matter how small the gain. (Each individual has unique interests and abilities).
- Read aloud to your child each day even if they are able to read themselves. (You can select materials which interest him/her but are written at a higher reading level than he/she is currently reading.)



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Lonedell R-XIV Title I Personnel Information

Parents Right to Know

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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Parent Family Involvement Plan

Lonedell R-XIV School District Lonedell Elementary and Middle School K-8 Building Parent/Family Involvement Plan 2018-2019

BELIEF: It is the belief of the Board of Education, the administration, and the faculty and staff of the Lonedell R-XIV School District that (1) all children will learn; (2) every child has the right to a quality education; and (3) every child has a responsibility to actively participate in their education.

VISION: To be a staff respected by the community, who provides a safe, engaging, and positive education.

MISSION: Success, Nothing Less! It is the mission of the Lonedell R-XIV School District, in partnership with the community, to teach all children, providing them with an excellent education, making them productive members of society.

Purpose

The Board of Education recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students.

Lonedell R-XIV School District Goals

In order to implement the Board's commitment to parent/family involvement in students' education, the District has implemented a Parent/Family Involvement Plan with the following features:

A committee of parents, staff, and community representatives, appointed by the Superintendent, will serve as the district's Parent Involvement Committee. The Committee's responsibilities will include recommendations for program development, parent/staff training and program evaluation. Program evaluation reports will be prepared and submitted to the Superintendent annually by June 1.

1. Regular two way communication between school and parents/families. Such

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communication will include but not be limited to scheduled parent visits to school, electronic communication, use of daily planners and folders, use of translators, parent volunteers, and other programs recommended by the Parent/Family Involvement Committee.

2. Assist parents in developing positive, productive parenting skills, as well as positive productive means of interacting with District administrators and staff.
3. Provide professional development opportunities for District staff to facilitate productive parent/school involvement in promoting education of District students.
4. Involve parents in meaningful activities to enhance student learning.
5. Enhance opportunities for parents/families to visit schools in a safe and open atmosphere. Such opportunities will include, but are not limited to, identifying roles for parent volunteers, providing training for volunteers and provision of family activities at school.
6. Affirmatively involve parents in school decisions which affect their children.
7. Utilize community resources to promote and strengthen school programs, family practices, and student learning.
8. The Plan will be reviewed annually with input from parents and staff. Meeting agenda, sign-in sheets and meeting minutes will be prepared and maintained by the District.
9. Full opportunity for parent participation will be provided to all parents including, but not limited to, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
10. Conduct an annual evaluation of the policy and resolve any barriers that would limit the involvement of parents. (Examples of barriers include, but not limited to, economically disadvantaged, limited English proficiency, limited literacy, disabled or are of any racial or minority background.

This is in accordance to ***Policy 1405 (Regulation 1405)**
Revised July, 2014

Title I Parent/Family Involvement (Policy 1621)

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators and related personnel.

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2. Provide letters to parents regarding Title I programs and curriculum, how their children were selected for Title I, how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.
3. Provide an orientation meeting for parents each school year before the end of the first quarter.
4. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
5. Provide timely notification to parents, in the form of letters and flyers, regarding Title I meetings and workshops.
6. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I services and on addressing the needs of Title I parents.
7. Offer workshops for parents on how to help assist in the instruction of their children.
8. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as, meeting minutes will be maintained by the District.
9. Send data regarding year-end Title I program evaluation results to all parents.
10. Invite parents to and include parents in Title I program review team meetings.
11. Notify parents regarding the professional qualifications of their student's classroom teachers.

Migrant Education Program (MEP) Parent Involvement (Policy 2270)

For purposes of Board policies and regulations, the phrase *migratory students* shall mean students aged three (3) through twenty-one (21) who are or whose parents/guardians or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers; and who in the preceding thirty-six (36) months, in order to obtain or accompany such parents/guardians or spouses in obtaining temporary or seasonal employment in agriculture or fishing work, have moved from one school district to another.

The District will identify migrant students by including a question on the District's enrollment form. If it is indicated that a migrant student is enrolling, the parents will then

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be asked to complete a parent survey/family interview form provided by the State Office for Migrant-English Language Learner (MELL) Program. The Regional Migrant Center or the State Director for Migrant Education will be notified of any migrant students who are enrolled in the District. The Regional Migrant Center will be contacted for any assistance needed for the migrant student(s).

Services

School District personnel including secretaries, nurses, counselors, teachers and principals will be advised of the presence of eligible migrant students to ensure that equal access to all school programs is provided. Complaints concerning the placement of migrant students will be resolved by means of the District's complaint resolution procedure for homeless students (Regulation 2260).

Parents of students in the Migrant Education Program (MEP) will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Program. Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency (LEP) Parent Involvement

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. The District will identify the LEP/ELL (Limited English Proficiency/English Language Learner) student by including a question on the District's enrollment form. If it is indicated that a LEP/ELL student is enrolling, he/she will be given the Wida- Access Placement Test (W-APT) to determine if the student qualifies for ELL services under state and federal law. If identified as eligible, the District will provide appropriate programs to address the needs of this student.

Students entitled to considerations under this policy include:

1. Language Minority (LM) - students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Limited English Proficient (LEP) - Students whose English language skills are insufficient to lead to success in an English-only classroom.

The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program. Parents will

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be notified of their rights regarding program content and participation.

Communication Strategies

The District will provide communication opportunities for parent/community members through the website, direct mailings, notices to parents, the use of available local media, activities at school, school/classroom newsletters, automated calling system and report cards/progress.

In order to accomplish this goal, the school will be proactive in our communication with parents. Communication formats used by the district include:

1. School Handbook
2. Local Newspaper
3. Website
4. Email/mail
5. Newsletters
6. Parent Teacher Organization
7. Parent conferences
8. Letters to Parents
9. Daily folders K-4th grade
10. Daily Planners 5th-8th grade
11. Weekly automated calling system calls
12. Weekly conduct cards 5th-8th
13. (Future use) Texting parents with pertinent information

PARENT AND COMMUNITY INVOLVEMENT

The District will involve parents/community members through parent/teacher conferences, open house, volunteer programs, chaperoning field trips, PTO, Bobcat Boosters, Parents as First Teachers, and community events, career day.

Community Involvement in Decision Making

The Board of Education recognizes that many residents of the District may be especially qualified to take an active part in school affairs because of their training, experience, or

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personal characteristics and encourages them to take an active part in school affairs. The Board shall give substantial weight to the advice it receives from individuals and community groups interested in the District's schools, but shall use its own judgment in arriving at decisions.

Parent Involvement Guidelines School Responsibilities- (CSIP - Objective I) The

Lonedell R-XIV School District will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- The district will continue to teach curriculum aligned to the Missouri Learning Standards.
- The district will develop common formative and summative assessments in all areas.
- The district will use assessment data to inform instruction.
- The district will provide professional development opportunities to teachers and staff that address curriculum, instruction, and assessment practices related to student achievement.
- Teachers will implement learned instructional strategies that will enhance student understanding and engagement.
- All staff will meet in their respective PLC groups weekly to discuss student data, progress and interventions, curriculum, assessment, and shared leadership of the districts vision of providing a safe, engaging and positive education for all students.
- Develop additional and extended academic programs for additional learning.
- Inform parents, at the beginning of the school year, through the School Handbook , the Parents Right To Know in regards to teacher qualifications.

Hold parent-teacher conferences (at least 2 times per year in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Title I teachers will assist in these meetings and provide parents with evaluation of student progress. Provide timely notification to parents, in the form of letters and flyers, regarding Title I Meetings, school program reviews, school review/ improvement meetings and workshops.

- A school wide Open House/Meet the Teachers Night will be scheduled the first week of school each year.
 - Provide a Title I Orientation/Informational Meeting at the beginning of the school year. Provide two Title I Activity Fun Nights for parents and families per school year.
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- Provide parents with frequent reports on their children's progress.
 - 5th – 8th grade - Conduct cards will be used for weekly progress of both academics and behavior
 - K-4th grade – Daily folders will be sent home for current

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updates and communication with parents.

- The teachers will send Progress Reports (mid-quarter) and Report cards at the end of each quarter. Report cards are to be signed by parent and returned within one week.

Provide parents reasonable access to staff.

Teachers are available before and after school for telephone conversations as well as during plan time. Arrangements can be made with individual teachers for meetings and email access which is available on our website.

Provide parents opportunities to volunteer and participate in their child's class.

Title I to provide and sponsor activities to address the needs of children which are unmet due to the absence of one parent, as a need arises.

Parents/Grandparents/community are encouraged to participate and volunteer in all school activities. The following must be completed:

1. Complete and return the Volunteer Registration and Survey Application.
2. Submit a copy of your Social Security Card (This needs to be submitted each year with the MO DHSS Registration Form)
3. Submit the \$14.00 Missouri Department of Health and Senior Services registration fee (first time only).
4. View the film "Smarter Adults, Safer Children" Training Video.

LONEDELL R-14 SCHOOL DISTRICT SCHOOL-PARENT COMPACT 2018-2019

The Lonedell R-14 School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities- The Lonedell R-14 School

District will: Hold parent-teacher conferences (at least 2 times annually), scheduled after/during the 1st and 3rd quarters during which this compact will be discussed as it relates to the individual child's achievement.

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A school wide Open House/Meet the Teachers Night will be scheduled the first week of school each year.

Provide parents with frequent reports on their children's progress.

The teachers will send Progress Reports (mid-quarter) and Report cards at the end of each quarter. Report cards are to be signed by parent and returned within one week.

Provide parents reasonable access to staff. Teachers are available before and after school for telephone conversations as well as during plan time. Arrangements can be with individual teachers for meetings and email access.

Provide parents opportunities to volunteer and participate in their child's class. Parents/Grandparents are encouraged to participate and volunteer in all school activities. The following must be completed:

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1. Complete and return the Volunteer Registration and Survey Application.
 2. Submit a copy of your Social Security Card (This needs to be submitted each year with the MO DHSS Registration Form)
 3. Submit the \$14.00 Missouri Department of Health and Senior Services registration fee (first time only).
 4. View the film "Smarter Adults, Safer Children" Training Video

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

Making sure my child receives the proper amount of sleep, a good meal, has proper school supplies, and attends school every day.

Making sure that my child spends the proper amount of time in home study and preparation for his/her class.

Volunteering in my child's classroom and taking interest in school activities and organizations.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Meeting with my child's teacher (s) and inquire about his/her progress in school work; contacting the teacher/principal with any concerns about problems that may have an adverse effect upon my child.

Student Responsibilities

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I, as a student of Lonedell R-14, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will: Do my homework every day and ask for help when I need to.

Read/Homework at least 20 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Follow the classroom and school rules to keep me safe and productive.

Glossary

Comprehensive School Improvement Plan, Title I Handbook, LEA/School Wide/Building Plan, School-Parent Compact, and the Building, Parent/Family Involvement Plan

1. Annual Performance Report-(APR) this report is included in the MSIP5 state report card for each school district.
2. Comprehensive School Improvement Plan (CSIP) - is the tool districts utilize to prioritize improvement needs for students to be academically successful and college and career ready.

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3. Missouri School Improvement Plan (MSIP)- The Missouri School Improvement Program has the responsibility of reviewing and accrediting the 520 school districts in Missouri. The process of accrediting school districts is mandated by state law and by State Board of Education regulation.
4. Department of Elementary and Secondary Education (DESE – now called-The Department)- It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system.
5. Missouri Assessment Program - is an annual set of mandatory standardized tests taken by students in the U.S. state of Missouri.
6. Positive Behavior Supports (PBS) - consists of a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. A matrix has been created listing the appropriate behavior for each relevant area in our building. A copy of the Matrix can be found in the school hallways or you may request a copy in the elementary office.
7. Professional Learning Communities (PLC) - is an extended learning opportunity to foster [collaborative learning](#) among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. The PLC model is a tiered working model with a Leadership team and the PLC Collaborative groups. Discussions can begin at either the Leadership or PLC group level and then moves in a cycle back and forth for all voices to be heard.
8. eMints- is an [educational](#) program designed to train educators of children in the [United States](#). The program's goals focus on technology in the classroom as well as social interaction and student research.
9. Title I- formerly known as Chapter 1, is part of the Elementary and Secondary Education Act of 1965, and is the foundation of the federal commitment to closing the achievement gap between low-income and other students. In the school-wide model (Lonedell R-14), our staff uses assessment data to determine students in need of additional supports, then push-into classrooms or pull-out the student(s) for content/concept reviews. Title I staff is also committed to working with parents and community for a better understanding of student need. The Title I Handbook is reviewed annually and can be found on our website at lonedell.org.
10. AIMSweb, and interim assessments such as Acuity, Data- District assessment results used to determine individual, class, and grade level academic performance.

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11. Projector Combinations- A projector combination includes a projector and interactive white board to enhance student learning.
12. Shared Network System- Electronic files shared by multiple users.
13. Slosson- A Mathematics Fluency and Calculation Test
14. Smart Board- An interactive white board.
15. Desktop- A computer that isn't mobile.
16. Wireless- Internet connectivity without a cable.
17. Lumen Student Accounting- A system used to handle grades, student needs, lunch accounts, and attendance.
18. Lightspeed Blocking- Provides protection from inappropriate web surfing and viruses.
19. Response to Intervention- is a multi-tier approach to the early identification and support of students with learning and behavior needs.
20. Missouri Learning Standards- define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These are grade-level and course-level expectations. These standards encourage critical thinking and problem solving collaboration for a deeper understanding of content knowledge. Pre-mid-post assessments are used to measure student growth of concepts.
21. Rigorous Curriculum Design- is a model for designing or redesigning curriculum so that it truly represents a rigorous 21st-century set of comprehensive units of study aligned with the Missouri Learning Standards.
22. Power Standards- are the standards that are essential for student success. They represent those standards teachers will spend the most time emphasizing.
23. Common and Formative Assessments- Periodic or interim assessments collaboratively designed by grade-level or course teams of teachers to measure student learning growth.
24. Reading Recovery- is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders.
25. Collaboration- is working with others to do a task and to achieve shared goals.
26. Stakeholders- a person with an interest or concern in something, such as education, and/or school districts.
27. ELL/LEP, Migrant, Homeless students- Students who speak English as a second Language (English Language Learners and Limited English Proficiency), Migrant students transition with their family to areas of employment - where it is

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assessable. Usually in the area of agriculture. Homeless students are students who have been uprooted due to misfortune.

28. Differentiated Instruction- is a flexible and individual approach to instruction. Designed with the students learning style in mind.

29. MUSIC- Missouri United School Insurance Council. The MUSIC Checklist is a list of safety procedures “encouraged” to be used in the district.

33. Library/Media Coordinator (LMC) - School library media coordinators provide leadership for the school library media program.