

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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Title I.A LEA

INTRODUCTION

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan for compliance.

The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
- Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

Targeted Program Schools Section 1112 (b)(5),(9)

School	Category
3000 ROLLA MIDDLE	MIDDLE

Multiple Criteria

Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify children most in need of these services multiple criteria:

(Check all that apply)

Criteria
<input checked="" type="checkbox"/> MAP (required for buildings serving grades 3–8)
<input type="checkbox"/> Parents as Teachers Data
<input checked="" type="checkbox"/> Teachers' Objective Checklist/Academic Indicators
<input type="checkbox"/> Parent Checklist
<input type="checkbox"/> End of Course Exams
<input checked="" type="checkbox"/> Developmentally Appropriate Assessment
<input checked="" type="checkbox"/> Other criteria

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4040 COL. JOHN B. WYMAN ELEM.	ELEMENTARY
4060 MARK TWAIN ELEM.	ELEMENTARY
4100 HARRY S. TRUMAN ELEM.	ELEMENTARY

Describe method(s) of identifying students who may be at risk for academic failure:

The district will assess each student in a schoolwide building using district created assessments in each subject area. We will also use the STAR reading assessment at grades 1-3 and NWEA data in grades 2-3 in schoolwide buildings. Teachers will have input through teacher checklists. Throughout the year, students may be identified based on short term needs identified through regular classroom assessments. There are no students in schoolwide buildings that will have past years MAP data to use as a factor.

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. Section 1112 (5)
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply) Subject area(s) reported here should match staff reported on the Supporting Data page	
<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

EARLY CHILDHOOD EDUCATION SERVICES Section 1112 (b)(1)(A), and 1113(c)(5)

- The LEA will not use Title I funds to support a preschool program for children.
- The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type			
District-Wide	Targeted	Schoolwide	Blended Funding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Title I funds will be used by the LEA to provide preschool services for children in:
 - Head Start
 - Other comparable community preschool programs
 - Not Applicable
- The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)
 - Creative Curriculum
 - Emerging Language and Literacy Curriculum
 - High/Scope
 - Project Construct
 - Montessori

Title I.A Funded Preschool Personnel

<input type="checkbox"/> Instructional Teacher	
<input type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other <input type="text"/>	

Title I.A Funded Preschool Services

Days of Service	<input type="checkbox"/> Four Day Program <input type="checkbox"/> Five Day Program
Length of School Day	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day
Age of Students Served	<input type="checkbox"/> One year prior to entering kindergarten <input type="checkbox"/> One and Two years prior to entering kindergarten

EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION Section 1112 (b)(8)

- Not applicable; no early childhood education programs exist at the LEA or building level.
- The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition of participants to local school programs.

Describe activities to support, coordinate, and integrate:

The district does not provide any Title I funded early childhood programs, but it does provide locally funded early childhood classrooms. There will be no direct integration of Title I services in these classrooms, but assessment data and teacher records may be used to identify students who are in need of additional instruction once they enter the K-12 setting. Student skills checklist will be the primary tool used to identify student needs.

Describe transition activities:

Students will transition from non-Title I early childhood programs into Kindergarten classes that are eligible for Title I services. These classrooms are in the same home buildings so transitions will be minimal. Kindergarten teachers will coordinate with EC teachers to share student achievement data as well as student social and emotional needs to help assist with the transition.

TRANSITIONS Section 1112 (b)(10)

- The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

High school, including administrators and guidance counselors, will visit middle level schools to assist in the transition of students to the high school level. This will include information about four year planning and programs open to students at the 9th grade level. The high school also offers a student lead program called Link Crew that reaches out to all new students in an organized fashion to lead the Freshman orientation days. This groups is selected from applications submitted by students to participate.

- The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

District Guidance Counselors meet regularly with students nearing graduation to assist with the transition to the post-secondary level. This includes assistance with college applications, ACT and SAT prep, financial aid paperwork, college visit days, and post-secondary programs of study information. All seniors also attend Senior Advisory, a weekly 30 minute class period in which transition from the high school setting is the primary topic.

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

The district relies on local business partners to come into the Senior Advisory sections, along with Advisory sections for other grade levels to share keys to post high school success. This includes job skills that are needed in the private sector as well as soft skills needed for success in the workplace. The district also partners with multiple universities in established dual credit and dual enrollment agreements. The districts Career Education program has instituted formally recognized apprenticeship programs with area employers.

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests:

The district also partners with multiple universities in established dual credit and dual enrollment agreements. The district also utilizes Naviance to help identify students interests and skill alignment for future work options. All students complete four year plans in their Careers class at the 8th grade level, which are revisited and revised during the weekly Advisory periods at each grade level.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

Section 1112 (b)(1)(D)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

The district uses the NWEA subject areas assessment to better identify student learning strengths and weaknesses in the district. The district utilizes student surveys at the completion of each course to identify any needed changes to improve the conditions for student learning. The district analyzes all state assessment data at the lowest level possible to identify strengths and weaknesses in our instructional program. All buildings in the district utilize RtI programs designed to address the needs of each individual learner.

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

- The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

The district will analyze the information on MOSIS/Core Data Screen 18a to determine if any instructors do not meet district standards. The district does not hire teachers who do not hold the proper certification in their subject area. Any teachers who demonstrate a lack of performance are placed on Professional Assistance Plans to better address individual weaknesses.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

The district monitors the make up of each staff to ensure equal distribution of experienced teachers in each district building. The district will analyze the Staff Assignment Report found in Educator Qualifications in DESE Web Applications to assist in this process. All teachers new to the profession attend the districts New Teacher Academy to better address the unique needs of entering the profession. They are also assigned a mentor during their first two years in the district.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications description):

The district will analyze the Staff Assignment Report found in the Educator Qualifications in DESE Web Applications to identify any teachers who are out-of-field. As a practice, the district does not hire teachers who do not hold the proper certification for the course they are teaching.

- The LEA does not receive funds for Title I.A Neglected Children.
- The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

The PART 1-A NEGLECTED SCHOOL CHILDREN form is required to be uploaded.

Neglected Information: No file chosen

- Local institution

List:

- Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

- The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparable to those provided funded schools.

Describe services that will be provided:

The district will set aside Title I funds that will be used as necessary to provide assistance to students attending non-Title I schools. In addition, each school in the district has a dedicated account funded by the district and through private donations to help meet the needs of students experiencing homelessness. The district has partnered for several years with a local organization to provide food and basic necessities to homeless students on a weekly basis.

DISCIPLINE

Section 1112 (b)(11)

- The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with high rates of discipline by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

The district utilizes a common Board adopted discipline policy in each building. The policy outlines a range of consequences that are followed by each administrator. The district has established programs (In School Suspension, Alternative Education Program) to help reduce the use of practices that remove students from the classroom. Building level administrators monitor the use of these exclusionary practices to ensure they are fair and equitable.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

- Determined not appropriate by the LEA; such programs not supported by LEA.
- The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

Describe programs:

The district runs a Career and Technical Education center that serves ten sending districts in our area. All instructors are certified in their areas of instruction. The CTE program has established formally recognized apprenticeship programs to give students work-based learning experiences. They have also established multiple dual credit agreements with Technical colleges and universities in the state.

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- The LEA will not use funds to meet purposes of these other programs.
- The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

- The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

PARENT COMMENTS

Section 1116 (b)(4)

The Title I.A LEA Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

DESE Comments

Current User: mwelch

Improving Lives through Education