

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

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)

Schoolwide Program Buildings Section 1112 (b)(5)

| School | Category |
|--------------------------------|------------|
| 4100 CHOUTEAU ELEMENTARY | ELEMENTARY |
| 4160 CRESTVIEW ELEMENTARY | ELEMENTARY |
| 4180 DAVIDSON ELEMENTARY | ELEMENTARY |
| 4320 GRACEMOR ELEMENTARY | ELEMENTARY |
| 4340 LAKEWOOD ELEMENTARY | ELEMENTARY |
| 4380 LINDEN WEST ELEMENTARY | ELEMENTARY |
| 4400 MAPLEWOOD ELEMENTARY | ELEMENTARY |
| 4560 TOPPING ELEMENTARY | ELEMENTARY |
| 4570 WEST ENGLEWOOD ELEMENTARY | ELEMENTARY |
| 4580 WINNWOOD ELEMENTARY | ELEMENTARY |

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

Through our MTSS tiered intervention plan, data is analyzed in the areas of academics as well as behavioral to identify students that are at risk of failing. Teachers are involved in weekly meetings to review data, and buildings have teams of personnel that meet monthly to collaborate around ideas to serve those at most risk while also monitoring intervention plans.

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 (b)(1)(C) and (b)(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 type="checkbox"/> English Language Arts | 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"/> 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 checked="" 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 checked="" type="checkbox"/> Instructional Teacher | |
| <input checked="" type="checkbox"/> Instructional Paraprofessional | |
| <input checked="" type="checkbox"/> Other Teaching & Methods Coach | |

Title I.A Funded Preschool Services

| | |
|-------------------------------|---|
| Days of Service | <input type="checkbox"/> Four Day Program <input checked="" type="checkbox"/> Five Day Program |
| Length of School Day | <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Half Day |
| Age of Students Served | <input checked="" type="checkbox"/> One year prior to entering kindergarten <input checked="" 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 elementary school programs.

Describe activities to support, coordinate, and integrate:

Because many of our Title I preschool rooms are housed in elementary schools, they become a part of that elementary community. They collaborate with kindergarten teachers, have intimate knowledge of kindergarten expectations, and utilize common resources (personnel) to assist with the teaching and learning environment. Our Title I preschool classrooms at the Early Education Center are part of the district PD plan. They have knowledge of kindergarten expectations through collaborative conversations and professional development provided. All of our preschool teachers complete transition forms which are shared with our schools.

Describe transition activities:

Transition data is shared with kindergarten teachers for purposes of making balanced classes, providing needed interventions for those requiring them as early as possible. Preschool students are invited to the school community events and are part of the community as a whole. Parents are made aware of student progress through conferences in the fall and spring. Events are held throughout the school year, some of which are parent and child specific while others are parent specific to the transition into kindergarten.

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:

Avid classes (also offered in HS), Distinguished Achievement Program, Literacy Plus, HS Credit Opportunities (math and modern language), Honors curriculum 6-8, A+ consultations

- 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:

development of personal plans of study - created in MS, followed through in HS

open access to AP/dual credit courses

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

all graduates complete an application to MCC

employers - Northland CAPS, provide students with professional experiences in real-world, participate and develop projects

higher ed -early college with Maple Woods (juniors/seniors may acquire up to 40 graduate hours), MCC, BTC - acquire college credit

Construction Academy - JE Dunn, program to receive career technical certifications

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 and skills:

PSAT

counselors

parent communication

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:

District benchmarks are administered in core academic areas and reviewed with principals three times per year, in addition to looking at state data. The F&P reading assessment is given to all elementary students, and results/progress are monitored at the district level with data discussions involving academic services and principals. Attendance data is closely monitored, as well as behavioral data is that is compared nationally.

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):

Disparities among teacher performance are identified through the analysis of data; district benchmarks, student attendance, behavioral referrals, state testing, and local reading assessments. Disparities are addressed through the evaluation process with building administration.

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

Disparities among inexperienced teachers are identified through the analysis of data; district benchmarks, student attendance, behavioral referrals, state testing, and local reading assessments. Disparities are addressed through the evaluation process with building administration.

Building instructional coaches and district instructional coordinators are available for job-embedded professional development. Mentors are provided or new teachers, and required PLT time weekly keeps the data front and center with all teachers.

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 when writing this description):

Disparities among out-of-field teachers are identified through the analysis of data; district benchmarks, student attendance, behavioral referrals, state testing, and local reading assessments. Disparities are addressed through the evaluation process with building administration.

Our teachers are supported through mentoring programs. We also have instructional coaches, as well as district content coordinators who partner with building leaders in supporting inexperienced and or out-of-field teachers. We also have grade level and or content leaders who support these teachers.

NEGLECTED CHILDREN

Section 1112 (b)(5)

- 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):

- Local institution

List:

Synergy Children's and Teen Centers

- Community day school program

List:

Synergy Children's and Teen Centers

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

Shelter, tutoring, basic need providers

The LEA will coordinate efforts and Federal funds for Synergy Services for the purposes of serving neglected students academic needs, as well as daily living needs. The LEA also coordinates with the neglected services to provide funding to pay Advocate/Tutors who provide such services to the youth/child and teen students at the centers. The LEA and Synergy Services work together to determine best use of funds and budgeting for the benefit of the Services' children's education, social-emotional, and daily well being, in line with those of the LEA's students.

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 to children in Title funded schools.

Describe services that will be provided:

Tutoring, provide for basic student needs, and support community service offerings

Daily living needs, including clothing, school supplies and other items to ensure successful education, not prohibitive of resources.

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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, disaggregated by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

We are a PBIS district that has tiered support and a shared systemic philosophy on discipline that focuses on students being in class. The district monitors discipline data closely, focuses on equity conversations through monthly leadership meetings, and have systems of support in place to assist buildings. Universal behavior trainings are offered to building leaders and a team of their choosing three times per year to support and foster a positive learning environment.

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:

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

