



District/LEA: 051-152 HOLDEN R-III Year: 2023-2024
Funding Application: Plan - Title I.A LEA Version: Initial Status: Approved

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

ESEA Plan Home Print Cancel Print Mode

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 (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 that 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)

Table with 2 columns: School, Category. Row 1: 4040, HOLDEN ELEM., ELEMENTARY

Multiple Criteria

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

(Check all that apply)

Table with 1 column: Criteria. Rows include MAP (required for buildings serving grades 3-8), Parents as Teachers Data, Teachers' Objective Checklist/Academic Indicators, Parent Checklist, End of Course Exams, Developmentally Appropriate Assessment, Other criteria.

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

Students are screened using iReady diagnostic assessments. Teachers also utilize common assessments, running records, and anecdotal notes to identify students as "at risk". The RTI team utilizes data from state testing, classroom data collection, intervention data collection, diagnostic data and observations.

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.
Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Table for Subject areas and grade levels to be served. Rows for Math and Reading, columns for grade levels K-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"/>	
<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"/>	
<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 <input type="checkbox"/>	

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 school programs.

Describe activities to support, coordinate, and integrate:

Kindergarten teachers meet quarterly with the ECSE teacher and Head Start teacher to discuss Kindergarten curriculum and expectations.

Describe transition activities:

ECSE and Head Start students entering Kindergarten each fall are included in the Kindergarten summer school program prior to them starting school in the fall.

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:

Each year the middle and high school holds transition days for students to gain confidence in transitioning buildings.

- 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:

Counselors meet with high school students to provide information regarding post-secondary education. Representatives from universities, colleges and technical schools attend a college information night to talk with students and their families regarding the opportunities available.

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

High school students have the opportunity to participate in a work/study program. Local employers work with the school district to coordinate the work/study program. Each school provides a career day focused on providing information to students from our local partnerships. High School students participate in mock interviews. Holden High School students are able to attend the local career center and attend the Missouri Innovation Center in Lee's Summit.

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

Several classes are offered at the high school level for college credit. Courses are taught by high school faculty members who have been approved by the university to teach the dual credit courses. Holden High School students are able to attend the local career center (WACC) and attend the Missouri Innovation Center in Lee's Summit.

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:

Benchmark testing is done to determine students who need additional support in the areas of math and reading. Title I teachers and paraprofessionals provide push in and pull out to provide services for identified students. There are also tiered systems of interventions at the middle school and high school level.

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, ine

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

According to our teacher evaluations (NEE) all teachers are effective and placed in positions where they are properly certified. The district provides direct and targeted professional development to teachers in areas of weakness. The district utilizes instructional coaches and the RPDC resources to support teachers who are struggling in the classroom.

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

New teachers are required to attend a summer institute focused on instruction strategies. New teachers also participate in a mentor program for their first two years. The mentor program meets monthly to participate in a book study along with cover topics relevant to quality instructional methods.

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

According to our Staff Assignment Report all of the staff members are properly certified. If the district were to employ a non-certified staff member we would provide professional development in the subject area by working with a lead mentor, the instructional coach and be closely monitored by the building administrator to ensure the staff member has the support needed to be successful.

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):

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 in funded schools.

Describe services that will be provided:

The district provides assistance with enrollment as needed. The district has a Bright Futures program that helps address the physical needs of students and families (provides school supplies, coats/hats, clothing, hygiene items). All schools have a system of intervention in place to assist any students needing additional academic support. The interventions are scheduled during the regular school day. Our homeless outreach provides services such as counseling, school supplies, clothing, and basic personal supplies.

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

Describe support:

Teachers in K-8 have been trained in the use of the BIST model to manage student behavior. Recovery rooms are used at the elementary, middle and high school levels instead of out of school suspensions when possible.

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 provides Project Lead the Way classes. High school students have the opportunity to attend classes at area Career Centers (WACC and Summit Tech). At the elementary level students have access to a Makers Space to explore work based learning opportunities.

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

Email: joann.mcgowan@dese.mo.gov

Current User: buffiejo

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