

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

ESEA Plan Home

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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)

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4040 BINGHAM ELEM.	ELEMENTARY
4060 BISSETT ELEM.	ELEMENTARY
4080 BOWERMAN ELEM.	ELEMENTARY
4100 BOYD ELEM.	ELEMENTARY
4140 COWDEN ELEM.	ELEMENTARY
4160 DELAWARE ELEM.	ELEMENTARY
4260 FREMONT ELEM.	ELEMENTARY
4300 HOLLAND ELEM.	ELEMENTARY
4320 HORACE MANN ELEM.	ELEMENTARY
4330 JEFFRIES ELEM.	ELEMENTARY
4360 MARK TWAIN ELEM.	ELEMENTARY
4400 MCGREGOR ELEM.	ELEMENTARY
4500 PITTMAN ELEM.	ELEMENTARY
4580 ROUNDTREE ELEM.	ELEMENTARY
4640 SHERWOOD ELEM.	ELEMENTARY
4680 SUNSHINE ELEM.	ELEMENTARY
4720 WATKINS ELEM.	ELEMENTARY
4740 WEAVER ELEM.	ELEMENTARY
4760 WELLER ELEM.	ELEMENTARY
4780 WESTPORT ELEM.	ELEMENTARY
4820 WILLIAMS ELEM.	ELEMENTARY
4840 YORK ELEM.	ELEMENTARY
3060 JARRETT MIDDLE	MIDDLE
3100 PIPKIN MIDDLE	MIDDLE
3140 REED MIDDLE	MIDDLE
3160 WESTPORT MIDDLE SCHOOL	MIDDLE

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

Title I schools identify students who may be at risk for academic failure by reviewing multiple sources of academic and behavioral data. These methods may include analyzing classroom grades, benchmark and formative assessment results, standardized test scores, reading and math screeners, attendance records, discipline data, course failures, missing assignments, and teacher observations. Schools may also review historical academic records, intervention progress, English learner data, special education or 504 supports, and input from teachers, counselors, families, and student support teams. Through MTSS/RTI meetings and ongoing progress monitoring, staff identify students who are not meeting grade-level expectations and provide targeted interventions such as tutoring, small-group instruction, mentoring, counseling, or attendance support.

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)(A), and 1113(c)(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		
☒ Math	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12	
☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12	
☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 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
☒	☐	☐

- ☒ 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

☒ Instructional Teacher	
☐ Instructional Paraprofessional	

Title I.A Funded Preschool Services

Days of Service	☐ Four Day Program
	☒ Five Day Program
Length of School Day	☒ Full Day
	☐ Half Day
Age of Students Served	☐ One year prior to entering kindergarten
	☒ 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:

SPS will support, coordinate, and integrate Title I, Part A funded services with early childhood education programs by aligning instructional practices, family engagement activities, and transition supports between preschool programs and elementary schools. Title I staff, early childhood teachers, kindergarten teachers, school leaders, and support personnel will collaborate to review student needs, share appropriate assessment and readiness data, and coordinate services such as early literacy and numeracy support, developmental screenings, parent education, and intervention planning.

At the district and school level, Title I funds may be used to support activities that strengthen school readiness, including family literacy events, parent workshops, instructional materials, professional development, and coordination with local preschool, Head Start, childcare, and community-based early learning programs. Staff will work together to ensure that early childhood instruction is aligned with state early learning standards and kindergarten expectations.

Describe transition activities:

To support the transition of participants into local elementary school programs, SPS will provide opportunities such as kindergarten registration assistance, school orientation events, classroom visits, family information sessions, transition meetings, and communication between preschool and kindergarten staff. Families will receive information about school expectations, attendance, transportation, health requirements, and available academic or social-emotional supports. Student records and relevant transition information will be shared, when appropriate and with required permissions, to help elementary staff plan for each child's successful entry into kindergarten.

Kindergarten enrollment day allows students to meet teachers and see their school. Incoming kindergarteners also are encouraged to come to meet the teacher events at their school where they see their classroom, meet their teacher, and can explore the school with their families.



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:

SPS will implement transition strategies to support students as they move from middle grades to high school by providing academic, social-emotional, and family engagement supports prior to and during the transition year. Middle school and high school staff will collaborate to review student academic data, attendance, behavior, course performance, intervention history, and other relevant information to identify students who may need additional support entering ninth grade.

Transition activities may include high school orientation programs, campus visits, freshman preview events, course selection meetings, career and academic planning, and opportunities for students to learn about graduation requirements, credits, attendance expectations, extracurricular activities, and available support services. Counselors, teachers, and administrators will work with students and families to ensure appropriate placement in courses and access to interventions, tutoring, mentoring, or counseling as needed.

SPS will also support communication between middle school and high school staff through transition meetings, data-sharing processes, and collaboration among counselors, special education staff, English learner staff, interventionists, and Title I personnel. Families will receive information about high school expectations, graduation pathways, college and career readiness, and ways to support student success. Ongoing monitoring during ninth grade will help identify students who are struggling and provide timely interventions to promote attendance, academic achievement, credit completion, and successful adjustment to high school.



- ☒ 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:

SPS will support effective transitions from high school to post-secondary education through structured college and career readiness services. Each high school employs College and Career Readiness Specialists whose primary role is to support students with post-secondary planning, including college, career, technical education, military, and workforce pathways.

In addition, school counselors implement a College and Career Readiness planning scope and sequence beginning in seventh grade for all students. This process includes academic advising, career exploration, graduation planning, financial aid information, application support, and guidance related to post-secondary options and requirements.

Schools will monitor student progress toward graduation and post-secondary readiness, provide targeted support as needed, and engage families through meetings, workshops, and ongoing communication to ensure students are prepared for successful transition beyond high school.



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

SPS coordinates transition strategies with institutions of higher education, employers, and local community partners to strengthen college and career readiness for students. These strategies include College and Career Fairs, college visits, and opportunities for students to explore post-secondary education, training, military, and workforce pathways.

Students may participate in dual credit coursework through local institutions of higher education, including Missouri State University, Ozarks Technical Community College, Drury University, and Evangel University. The LEA also partners with programs such as GO CAPS, OTC Career Center, Middle College, and high school academies to provide career exploration, technical training, industry-aligned coursework, and work-based learning experiences.

Through these partnerships, students gain access to post-secondary planning resources, career pathway experiences, college credit opportunities, and connections with employers and community organizations that support successful transitions beyond high school.



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

SPS increases student access to early college, dual credit, concurrent enrollment, and career counseling through a coordinated college and career readiness system. Students participate in College and Career Fairs, college visits, and career exploration activities to identify interests, skills, and post-secondary goals.

Students have access to dual credit opportunities through Missouri State University, Ozarks Technical Community College, Drury University, and Evangel University, as well as career-connected programs such as GO CAPS, OTC Career Center, Middle College, and high school academies. College and Career Readiness Specialists and school counselors assist students with pathway planning, course selection, and post-secondary preparation.



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:

SPS implements additional instructional and support strategies through a coordinated data review and professional learning system. District assessment data is provided to Title I principals throughout the year during senior leadership meetings and principal job-alike meetings. These meetings allow principals and district leaders to analyze formative assessment results, monitor student progress, and review climate and culture data to identify areas of need.

At the school level, each Title I school conducts weekly or bi-weekly Professional Learning Community meetings. Title I coaches, principals, and classroom teachers collaborate to review assessment data, examine student work, identify instructional trends, and adjust instructional practices. This ongoing process supports data-driven decision-making, targeted intervention, and continuous improvement in teaching and learning.



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):

SPS will identify disparities in ineffective, inexperienced, or out-of-field teachers through review of MOSIS/Core Data Screen 18A, district assessment data, certification records, and staffing reports. The district assessment department will monitor these data to determine whether any schools or student groups are disproportionately served by teachers who are ineffective, inexperienced, or teaching outside their certification area.

When concerns are identified, the appropriate supervisor will be notified and will implement steps to address the issue. Corrective actions may include supporting the teacher in obtaining proper certification, providing targeted professional development or mentoring, placing the teacher in an appropriate assignment, or implementing an improvement plan. SPS will continue to monitor staffing data to ensure equitable access to effective, appropriately certified teachers across Title I schools.



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

SPS will identify disparities in inexperienced teachers through ongoing review of staffing data, including monthly checks of the staff assignment report. Administrators will coordinate with supervisors, department leaders, and other appropriate district personnel throughout the year to monitor teacher experience levels and determine whether inexperienced teachers are disproportionately assigned to specific schools, programs, or student groups.

When disparities or concerns are identified, district and school leaders will take appropriate action to ensure equitable access to effective instruction. Supports may include mentoring, targeted professional development, coaching, additional supervision, or reassignment when appropriate. If certification or placement concerns are also identified, leaders will work with the teacher to obtain proper certification or ensure placement in an appropriate instructional position.



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):

SPS will identify disparities in out-of-field teachers through ongoing review of the Staff Assignment Report located in Educator Qualifications in DESE Web Applications. Data and curriculum administrators will coordinate with supervisors and department leaders throughout the year to conduct monthly reviews of staff assignments and certification alignment.

When an out-of-field assignment or potential disparity is identified, district and school leaders will work with the appropriate personnel to address the concern. Corrective actions may include adjusting staff assignments, ensuring the teacher is placed in an appropriate position, or taking other steps necessary to support equitable access to properly certified teachers across schools and programs.



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: [KVC and Lakeland Title I, Part A Neglected Inst..pdf](#) Delete

☒ Local institution

List:

KVC Missouri

Lakeland Behavioral Health

☐ Community day school program

List:

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

Title I funds are used to support instructional services for eligible students at local institutions and community day school settings. At KVC Missouri, Title I funds provide resources to support online instruction for students.

At Lakeland, Title I funds support reading and mathematics intervention services through interventionist positions, as well as related instructional materials and professional training necessary to support effective implementation of those services.

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:

In coordination with the McKinney-Vento program, Title I homeless set-aside funds support the enrollment, attendance, and success of students experiencing homelessness. Funds support 0.50 FTE of the Homeless Coordinator position and three full-time Social Workers who connect families with school and community resources, remove barriers to education, and provide academic, behavioral, and social-emotional support. Services include transportation assistance, enrollment documentation, and basic needs such as hygiene products and clothing. Funds also support professional learning, including NAEHCY conference attendance and other training opportunities, to strengthen staff capacity to serve homeless students and families.



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:

SPS will support efforts to reduce the overuse of discipline practices that remove students from the classroom through ongoing monitoring, data analysis, and targeted school support. Each school utilizes a discipline data dashboard to review incidents by student, subgroup, and infraction type. School and district leaders regularly analyze discipline data to identify trends, high rates of discipline, and potential disproportionality among student groups.

To address identified needs, schools implement Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning, and targeted behavioral interventions designed to reduce exclusionary discipline and increase student engagement. The district assessment and student services departments collaborate with schools to develop action plans, provide training and coaching, and monitor progress to ensure discipline practices are equitable and that students remain engaged in instruction whenever 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:

COMPREHENSIVE SERVICES

Targeted and/or Schoolwide Programs (ESEA Section 1115 (e)(2))



LEA uses Title I, Part A funds for comprehensive services and funds are not reasonably available from other public or private sources to provide such services.

Description of services provided and description of how the LEA (a) has engaged in comprehensive needs assessment and (b) assures funds are not reasonably available from other sources to provide such services.

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:

Current User: lmarsh

Improving Lives through Education

Great Circle/Boys and Girls Town implements a 1.0 at-risk teacher to work with students.

Presbyterian Children's Home implements a part time after school at-risk teacher to work with students.

