



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)

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4020 OSAGE CO. ELEM.	ELEMENTARY

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

Students receiving services will be chosen based on: MAP scores, leveled reading tests, DIBELS test scores, Current letter grades in a specific subject, Classroom Teacher referrals, and recommendations. Scores from Dyslexia Screeners such as Cool Tools/FAIR Phonological Awareness Inventory and Phonics Survey, Literacy Resources Phonemic Awareness Assessment, Words Their Way Spelling Inventory, and Arkansas Rapid Naming Screener, and foundations.

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. (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 checked="" 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"/> Reading	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 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 checked="" 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
<input type="text"/>

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:

PAT conducts home visits and sponsors meetings for parents and children to check on progress of preschool children and guide parents in how to help their children grow and develop.

Health services are provided to preschool children as well as students in grades K-6.

Food service: Breakfast and lunch are provided for preschool children.

Preschool screening is held each spring

Parents and students meet the teacher, gain needed information, tour the school, and eat a meal in the lunch room each spring at Kindergarten Roundup.

PAT does multiple screenings on preschool children during the year.

Preschoolers in the 4-year-old program are DIAL tested twice a year.

School Nurse does vision and hearing screening for incoming kindergarten students in the Spring.

Preschool children are welcome to attend Title 1 parent meetings, Reading/Math Fun Night, and the Title 1 Carnival with their parents and older siblings. Attending these meetings and events help younger children to acclimate themselves to the Elementary building and gives them a chance to meet and interact with some of the Elementary school teachers and students.

Preschool children are invited to attend different elementary and high school programs such as music programs and concerts, the Book Fair, the Halloween "parade," and other special events. Attending these events will expose preschoolers to different rooms and buildings throughout the elementary and high schools. They will have an opportunity to interact with many teachers and other students in the elementary and high schools. They will also learn what behavior is expected of elementary and high school students.

Preschool children participate in all emergency drills (They shelter in the elementary building drill during the tornado drill).

Describe transition activities:

Preschool screening is held each spring.

Parents and students meet the teacher, gain needed information, tour the school, and eat a meal in the lunchroom each spring at Kindergarten Roundup.

PAT does multiple screenings on preschool children during the year.

Preschoolers in the 4-year-old program are DIAL tested twice a year.

School Nurse does vision and hearing screening for incoming kindergarten students in the Spring.

Preschool children are welcome to attend Title 1 parent meetings, Reading/Math Fun Night, and the Title 1 Carnival with their parents and older siblings. Attending these meetings and events help younger children to acclimate themselves to the Elementary building and gives them a chance to meet and interact with some of the Elementary school teachers and students.

Preschool children are invited to attend different programs at the elementary and high school such as: music programs and concerts, the Book Fair, the Halloween parade, and other special events that arise. Attending these events will expose preschoolers to different rooms and buildings throughout the elementary and high schools. They will have an opportunity to interact with many teachers and other students in the elementary and high schools. They will also learn what behavior is expected of elementary and high school students.

Preschool children participate in all emergency drills (They shelter in the elementary building drill during tornado drills).

Incoming Kindergarten students are eligible to attend summer school.

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 student in 8th grade will complete a personal plan of study through Missouri Connections.

Each 8th grade student meets with the HS counselor in August of their 8th grade year and again in May of their 9th grade year to discuss transition and schedules in 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:

Each student in grades 9-12 will manage their personal plan of study through the Missouri Connections program, plus each student will complete a Career Assessment Inventory. This inventory will be modified throughout the student's school career as needed. Students are also encouraged to use college visits beginning their junior year.

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

Dual Credit courses through the University of Central Missouri. High School students attend a college and career fair at University of Missouri. Representatives from institutions of higher learning visit students at our school to discuss their program offerings.

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

Our district is a member of the We Met Dual Credit Consortium with University of Central Missouri.

Students' Plan of Study is aligned to particular higher ed programs or specific career opportunities.

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:

All instructional staff will review curriculum and lesson activities to align with the current version of the Missouri Learning Standards. All teaching staff will participate in the DCI program. DCI initiatives will help improve teachers' ability to develop learning targets, support DACL, and support collaborative teams.

The SPED and Title 1 teachers will continue to help students develop phonics, decoding, phonemic awareness, and reading skills by using the Wilson Foundations Reading Systems, LIPS, and guided reading program by Jan Richardson.

Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs.

As part of the district Reading Literacy Plan, all students in grades K-6 will be screened 3 times a year for characteristics of Dyslexia. Students who are identified as exhibiting these characteristics, will be provided with interventions through the Title 1 teacher, SPED teacher, or classroom teacher.

Teachers providing interventions for students exhibiting characteristics of dyslexia, will perform periodic progress monitoring to ensure that students are progressing and/or to change the current intervention if needed.

Delivery method will focus on push-in supplemental instruction. However, some pull-out instruction will be used for more intensive intervention.

The elementary school adopted the Go Math Series to serve as resource for improving math instruction and student performance. Additional staff training in the use of associated resources and supplemental math instruction will be incorporated into the schools instructional program.

Teachers will review MAP scores to identify learning strengths and weaknesses of students as they relate to the MLS.

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):

Administrators will review screen 18A and NEE data reports to identify ineffective teachers and indicators in which teachers have scored low or below the district average. Administrators will review if low-income or minority students are taught at a higher rate by identified staff when compared to other students. Disparities will be addressed with:

Conference with administrators

Professional development assigned

Teacher reassignment

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

Administrators will review Staff Assignment Report under DESE Web Apps to identify any trends of low-income or minority students being taught by ineffective or inexperienced staff. Disparities will be addressed by:

Mentor/Buddy Teachers

Survivor Series through RPDC (required)

Administrator/Teacher Observations

Required Training

Professional development as needed

Teacher Reassignment

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):

Administrators will review Staff Assignment report to identify teachers with out of field assignments based on certifications, or teachers without full certifications. A review will include if low income or minority students are taught with out of field teachers at a higher rate than other students. Disparities will be addressed by:

Professional Development

Staff enter program to gain certification

Teacher reassignment

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 funded schools.

Describe services that will be provided:

Immediate enrollment for homeless children with access to free/reduced lunch program.

Students will be automatically eligible for Title program services.

Back to School supplies provided to children in need

Buddy pack program

Winter coats/apparel provided for needy children

Shoe vouchers available through the Osage County Health Department

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:

Positive and Behavioral Interventions and Supports

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

<https://www.pbis.org/school>

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-bas

Describe programs:

We have a SAE program through our Agriculture Department whereby students can work in their chosen career/technical fields.

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: kelli.todd@dese.mo.gov

Current User: lbest

Improving Lives through Education