



District/LEA: 055-105 PIERCE CITY R-VI Year: 2021-2022
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 amer (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 pla

- 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)

Table with 2 columns: School, Category. Rows include 4020 CENTRAL ELEM. (ELEMENTARY) and 3000 PIERCE CITY MIDDLE (MIDDLE)

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

The district will utilize iReady reading and math assessments as the key universal screening tools to best meet the needs of students in the areas of reading and math. Progress and interventions will be closely documented. The district PLC time will be utilized by staff to review student assessment data, make adjustments needed to core instruction, collaborate in the area of progress monitoring and plan intensive instructional interventions for students who need extra help.

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 sta (5)
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. Columns include Subject area(s), K-12 checkboxes, and a blank column. Rows include Math, Reading, English Language Arts, Science, and Other.

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 checked="" 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)
 - Project Construct
 - High/Scope
 - Creative Curriculum
 - Early Language and Literacy Curriculum

Title I.A Funded Preschool Personnel

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

Title I.A Funded Preschool Services

Days of Service	<input checked="" type="checkbox"/> Four Day Program <input type="checkbox"/> Five Day Program
Length of School Day	<input 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 school programs.

Describe activities to support, coordinate, and integrate:

The Title I Preschool will incorporate Early Language and Literacy Curriculum framework as well as collaborate with Early Childhood Special Education teachers in providing a smooth transition for Preschool aged children during the transition to kindergarten. Coordination will be a priority among the PAT Program, Preschool and Kindergarten teachers at the elementary level to ensure all children will enter kindergarten prepared to be successful in school.

Describe transition activities:

Preschool and kindergarten teachers will used district PLC time to provide a plan for a smooth transition for the start of the school year. Preschool students receive instruction from the same K-4 teachers in physical education, music, and counseling to increase familiarity. Preschool students attend in the same hallway as Kindergarten and use the same restroom, cafeteria, and gym which increases familiarity and routine.

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:

The Middle School works with the Elementary School to prepare upcoming sixth grade students for success as they transition to new teachers, lockers, class schedules, hallway pass-time and new expectations in a new building. A tour of the middle school which includes completing a fun activity with a mentor student is completed in the spring of each year. The students are also surveyed to help determine electives for scheduling purposes.

- 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:

We have college campus tours from 3-12 grade to allow students an opportunity to view campus life and select a college. (2 year or 4 year) We offer an ACT course that provide assistance in the college application process, filling out financial aid, and researching campus life if they choose that school. We have several teachers that provide additional campus tours for specific schools if a students requests. This includes vocational schools such as welding.

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

Not applicable

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

We provide many opportunities for dual enrollment. We have teachers that work directly with the college and the seated course is taught by our instructors. We also provide several opportunities for on-line courses to allow students to receive college credit. Most of those courses are through Crowder College, however, some students will enroll on their own through another University. If they choose that route we will provide as much support as possible.

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 will also provide supplemental Mathematics and ELA support for students from a online purchased services Discovery Streaming that State Standard aligned materials that will target the Missouri Learning Standards. Professional development will be provided as needed to support teachers during the transition to the new online instructional tools. In addition, 3 FTE teachers and one FTE paraprofessional (Reading and Math interventionist, instructional coach) have been retained to provide supplemental services.

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):

The teacher evaluation data from Screen 18a will be used to assess the number of teachers falling into below a level of 3. Teachers falling at or below a level of 3.0 will be coached in specific areas of improvement.

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

The staff assignment report will be used to validate that no disproportionality exists in inexperienced teachers within any specific building.

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):

The staff assignment report will be used to validate that teachers are appropriately certified to teach core content areas.

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:

[Empty text box]

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

[Empty text box]

HOMELESS CHILDREN AND YOUTHS

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

- The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provide

Describe services that will be provided:

At the beginning of the year, the homeless coordinator will inform all staff of the duties and responsibilities of the district concerning homeless students and work with the parents, district and local agencies to meet the needs of an identified homeless student. Funds will be designated for the specific use of supporting homeless students. The district has also coordinated with a community fund and local churches to provide for additional support services within the community for 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 by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

The district has implemented the Behavior Intervention Support Team model in conjunction with PBIS principles to address Tier 1 and Tier 2 behavior. The BIST model increases the capacity for teachers to handle discipline within the classroom or within a buddy room prior to referring students to the office.

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:

[Empty text box]

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:

[Empty text box]

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

Describe use of funds:

funds will be used to assist developing the middle school library by purchasing books at various reading levels to fit the needs of all students regardless of instructional level.

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.

[Empty text box]

District/LEA Comments

[Empty text box]

DESE Comments

Email: misty.lawson@dese.mo.gov

Current User: apjones

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