



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. 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
4020 EUNICE THOMAS ELEM.	ELEMENTARY
4030 CASSVILLE INTERMEDIATE	ELEMENTARY

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

Cassville School District will implement a structured and multi-tier Response to Intervention (RTI) approach for early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

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 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 type="checkbox"/> 1 <input checked="" 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 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 checked="" type="checkbox"/> Other <input type="text" value="Behavior Interventionist"/>	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	

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	

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:

Preschool and kindergarten staff engage in activities such as weekly collaboration to identify, support, coordinate, and integrate student needs between preschool and kindergarten. Preschool and Kindergarten teachers both engage in shared reading and interactive read alouds. Teachers strive to align curriculum vertically and have received training/workshops in MRI, LETRS, Wiley Blevins, Bridges Math, early learning strategies. Our Parents as Teachers educator is also onsite to greet preschool parents several times per week and provide support and resources as well.

Describe transition activities:

Transition activities such as collaboration with staff around data will be used to bridge between preschool and kindergarten. Preschool and kindergarten students share several spaces such as the playground and brain gym. They also reside in a community where students see future kindergarten classes and student participation. Preschool students enter and exit through the same office as kindergarten and share a nursing and cafeteria staff.

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:

- * Plan of Study: Create a seamless educational system in which curriculum, instruction, and assessment are connected and coordinated through the development of a personal plan of study for each student that integrates rigorous academics within the Career Clusters framework.
- * Provide students with effective career planning using Missouri Connections and Career Pathways through DESE education resources.
- * Students will participate in the PLAN test and will review results for effective career and transition planning.
- * The district ensures all students regularly attend school to prepare for real-life transitions.

- 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:

- * Individual Career Academic Plan (ICAP): Educational system is seamless in which curriculum, instruction, and assessment are connected and coordinated through the development of a personal plan of study for each student.
- * The district ensures all students regularly attend school to prepare for real-life transitions.
- * Dual-credit and articulation agreements are contracted with quality post-secondary institutions.
- * Students are provided with access to career and technical education through the Scott Technical Regional Center
- * Students are provided real work experience opportunities through the Greater Ozarks Centers for Advanced Professional Studies (GO CAPS) program.
- * Advanced-level opportunities are consistent among post-secondary institutions.

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

- * Dual-credit and articulation agreements are contracted with quality post-secondary institutions.
- * Students are provided with access to career and technical education through the Scott Technical Regional Center
- * Students participate in the FLEX program which is coordinated with local higher education institutions
- * Students are provided real work experience opportunities through the Greater Ozarks Centers for Advanced Professional Studies (GO CAPS) program.
- * Advanced-level opportunities are consistent among post-secondary institutions.

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

- * Dual-credit and articulation agreements are contracted with quality post-secondary institutions.
- * Advanced-level opportunities are consistent among post-secondary institutions.
- * Students participate in the FLEX program which is coordinated with local higher education institutions
- * The district ensures all students regularly attend school to prepare for real-life transitions.
- * Students are provided with access to career and technical education through the Scott Technical Regional Center
- * Students are provided real work experience opportunities through the Greater Ozarks Centers for Advanced Professional Studies (GO CAPS) program.
- * Advanced-level opportunities are consistent among post-secondary institutions.

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:

Student progress is measured through data collection and continuous monitoring using multiple forms of assessment such as DRA, i-Ready, Edulastic, IXL and MAP. Academic programs are assessed based on student performance and progress. Students are assessed using Standards Based Grading consistent with the Missouri Learning Standards in grades K-5.

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 district evaluates teachers using a district-created model based on Missouri Teacher and Leader Standards with 4 performance levels. The evaluation process guides district decisions regarding determinations of status, recognition, development, interventions, and policies that impact student learning in the system. Teachers are evaluated on measures of student growth and performance using multiple measures for effective practices. Teachers found ineffective are put on a professional improvement plan to address disparities. Instructional coaches are used to model researched-based instructional strategies for support as well as effective professional development opportunities from the district, GOCSO, ATLL and SWC memberships.

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

New educators with less than 2 years teaching experience are assigned and supported by a mentor teacher as required by DESE and district policy. Instructional coaches provide extra training and support to inexperienced teachers. Beginning Teacher Workshops are provided and supported through the Professional Development Committee. Inexperienced teachers are evaluated on measures of student growth and performance using multiple measures for effective practices. Teachers found ineffective are put on a professional improvement plan to address disparities.

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):

LEA reviews certifications and classifications each school year to ensure teachers are effective, experienced and in-field. Teachers found ineffective are put on a professional improvement plan to address disparities. Teachers who are identified as out-of-field will be required to apply for a Temporary Authorization Certificate or a Provisional Certificate as well as providing the district a written plan to ensure compliance.

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:

The District will provide identified homeless students with support such as clothing, food, eye glasses, school supplies or other needs as they arise.

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:

A behavior support framework has been established through Missouri School-wide Positive Behavior Support (PBIS) system to reduce the overuse of discipline practices and removal of students from the classroom. PBIS provides a system for identifying and supporting students who are at risk for negative social, emotional, and/or behavioral health outcomes. A Behavior Reset Program has been implemented to support Tier 2 and 3 behavior students. Research-based behavior strategies and reteaching methods are implemented to support teachers and students who have been identified with a high rates of discipline using FBA and plans.

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.

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

Supplemental ELA paras will provide small group instruction under the direct guidance and supervision of the supplemental ELA teachers. Other para will be supporting teachers with behavior instruction lessons and will be under the direct guidance and supervision of the Behavior Inter

DESE Comments

Current User: tmitchell

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