

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

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 GRATZ BROWN ELEM.	ELEMENTARY
4060 NORTH PARK ELEM.	ELEMENTARY
4080 SOUTH PARK ELEM.	ELEMENTARY

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

Our district in partnership with our schools have building level teams that analyze student data to identify students who are at risk of academic failure. These teams are called Careteams. These teams are created of building level administrators, counselors, teachers and interventionist. These teams meet monthly and students are pulled based on academic, attendance and behavioral data. These teams then help decide the level and type of intervention needed for each students. Students that are currently in interventions are reviewed as well to check for progress.

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 type="checkbox"/> Math	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"/> 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"/> Communication 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 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			
District-Wide	Targeted	Schoolwide	Blended Funding

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

Instructional Teacher	
Instructional Paraprofessional	
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:

Moberly school district preschool program works closely with our elementary building. One of our Pre-school classes is located in one of our primary buildings so that our teacher has the opportunity to plan and work closely with our kindergarten teachers.

Describe transition activities:

Students are able to tour their designated buildings the year prior to going to kindergarten. Pre-school students are invited to evening family activities so that students and families can become familiar with the buildings and the staff. Transition meetings are held with administrators to assist with specific student needs and placement.

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:

Students are able to tour the building and attend evening activities to meet the staff and learn more about the building. Admin transition meetings are held to assist with specific student needs and placement. Careteam notes are shared and discussed to assist with the building be able to continue supports where the prior building left off. Freshman academy is a day for incoming freshman to come in and walk through their schedule and assist them so they are prepared for their first day of learning.

- 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:

Students are able to tour the building and attend evening activities to meet the staff and learn more about the building. Counselors work together at both buildings to set up schedules and prepare for the needs of the incoming group. High school counselors meet with incoming 9th graders to prepare their schedules for the fall. Admin transition meetings are held to assist with specific student needs and placement. Careteam notes are shared and discussed to assist with the building be able to continue supports where the prior building left off.

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

We have a college and career counselor at the high school and a students services coordinator at the technical center that assist students in applying for ongoing schooling options and/or career options.

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 is offered at both our high school and our technical center. We offer work keys testing to assist and guide students with career opportunities specific to them. We have a college and career counselor at the high school to assist students in this area and a student services coordinator at the technical center to provide this service.

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:

Alignment of curriculum to the challenging MLS, Regular classroom instruction, aligned assessments, PLC lesson planning and data analysis, whole group instruction, small group instruction, intervention group work

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):

Our district uses the NEE to evaluate teachers. When we see disparities in the classroom and in our evaluation reports in NEE or in Core data screen 18a we are able to assist through instructional coaches and professional development specific to the areas of need.

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

Central office staff in conjunction with building administrators work to place inexperienced teachers in well supported classroom assignments. We use the Staff assignment report to assist in identifying staff and use this information to assure that our teachers are either appropriately certified or working toward certification. Our instructional coaches work closely with our inexperienced teachers along with their mentors.

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):

Central office staff in conjunction with building administrators work to place out-of-field teachers in well supported classroom assignments. We use the Staff assignment report to assist in identifying staff and use this information to assure that our teachers are either appropriately certified or working toward certification. Our instructional coaches work closely with our inexperienced teachers along with their mentors.

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):

- 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 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:

Our district has funds set aside to assist homeless students with financial barriers such as tutoring, glasses, or other academic supplies as needed. Our district has home-school liaisons that help identify needs and provided support for our homeless students.

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:

Our district continues to use PBS. Through this program we are looking at building level and student data monthly to find trends in disciplinary actions.

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:

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.

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District/LEA Comments

DESE Comments

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Improving Lives through Education



District/LEA: 088-081 MOBERLY Year: 2020-2021

Funding Application: Plan - Title II.A Version: Initial Status: Submitted

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

Title II.A

INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted 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 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

We will use Title II fund for class size reduction at Gratz Brown Elementary.

- These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

With smaller class sizes in 4th and 5th grade we will be able to better individualize instruction and assist students in reaching the Missouri Learning Standards.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

Finding staff that is the right fit and up to the educational challenge is key. We look for people who are up for the hard work and dedication to our students and school goals. Per local policy, only highly qualified staff is hired for Title 1 schools. Central office staff attend job fairs and conduct panel interviews. S.H.I.N.E. program. We continue to hold trainings and professional development that is mandatory for staff that have not taught more than 2 years. We utilize a very thorough mentoring program for these teachers, to support them and develop them.

PRIORITIZING FUNDS

- The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

- Not applicable (no targeted/comprehensive schools)

- The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

Title II money is used at the school with the highest deprivation percentage.

USING DATA AND ONGOING CONSULTATION

- The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

We are looking at our state and local assessments to drive the need of our Title II funds.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

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District/LEA Comments

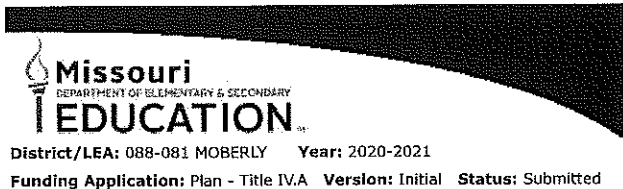
DESE Comments

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Title IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS

PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve student achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY

When accepted 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 Student Success Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

The LEA will transfer or REAP Flex ALL Title IV.A funds

CONSORTIUM (optional)

- This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select...	

NEEDS ASSESSMENT

- Needs assessment not required
 - LEA receives allocation less than \$30,000, or
 - The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
 - (A) access to, and opportunities for, a well-rounded education for all students;
 - (B) school conditions for student learning in order to create a healthy and safe school environment; and
 - (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- The needs assessment has been conducted within the past three years.

Date of Needs Assessment
2/5/2020

**Well-Rounded Education Section 4106 (d)(1)(A)
Section 8101 (52)**

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

We offer a wide variety of courses to round out our students education. We offer fine arts, practical arts and technical education along with a variety of options for core content classes.

Weaknesses

Our needs assessment shows we need to work on the level of student engagement and focus on student centered learning in all areas. Specially we are interested in STEM and investigative or problem based learning for students.

If indicated, state need(s) identified pertaining to a well-rounded education for all students

Our needs in this area would be resources and professional development in student focused learning, specifically in problem based learning and STEM.

Healthy and Safe School Environment Section 4106 (d)(1)(B)

Summarize the analysis of data regarding school conditions for student learning.

Strengths

We have participated in and been successful with healthy Schools healthy communities. Our district is very good at educating students and families about healthy choices.

Weaknesses

Our needs assessment shows that we have several students and families that struggle with behavior issues, possible mental health issues and students that have been survivors of trauma.

If indicated, state need(s) identified pertaining to school conditions for student learning

Our needs in this area are to equip staff with resources and training to assist families and students in crisis, with mental illness, trauma issues or other at risk factors.

Effective Use of Data and Technology Section 4106 (d)(1)(C)

Summarize the analysis of data regarding school conditions for student learning.

Strengths

We have devices for all students 1st grade through 12th grade. Teacher have all either been through emints or district level training before their students were given devices.

Weaknesses

Our needs assessment shows that ongoing training to assist teachers in instructional methods that allow students to use devices in more relevant and meaningful ways would be beneficial.

If indicated, state need(s) identified pertaining to school conditions for student learning

Additional training and resources in technology would help moving learning toward more real world and student focused.

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of prior in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	1	Resources for STEM and problem based student focused learning Training for STEM and problem based student focused learning
Healthy and Safe School Environment	2	To equip staff with resources and training to assist families and students in crisis, with mental illness, trauma issues or other at risk factors. An example is conscious discipline training or ACES training.
Effective Use of Technology	3	Training in technology pedagogy to move learning from enhancement to transformational. Resources and infrastructure to continue providing students with the latest technology.

DESCRIPTIONS

Partnerships Section 4106 (e)(1)(A),(E)

- Not Applicable
- The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

Activities and programming

Well-rounded education Section 4106 (e)(1)(B),(E)

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Resources for STEM and problem based student focused learning Training for STEM and problem based student focused learning	To assist instruction in developing skills of students to be self focused and to become problem solvers.	Students will develop and interest in math and science and increase their knowledge base in these areas.	Surveys from students, and scores on culminating projects.

Safe and Healthy Students Section 4106 (e)(1)(C),(E)

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Resources for teachers and for students that teach ways to assist students in overcoming difficulties	To improve behaviors and academics for our at risk students.	Students will be able to manage behaviors to allow them to be successful in school.	PBS data

Effective Use of Technology Section 4106 (e)(1)(D),(E)

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Professional Development and training for teachers in the area of technology implementation	To prepare teachers to engage students in twenty first century learning	Teachers utilize technology to allow students to create and synthesize information as they see fit	Brightbytes survey for students and teachers

ADDITIONAL ASSURANCES

High Priority Schools

- The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
 - are among the schools with the greatest needs; (required)
 - have the highest percentage of economic deprivation; (required)
 - are identified for comprehensive support and improvement; (if applicable)
 - are implementing targeted support and improvement plans; (if applicable)
 - are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

- The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students and other educational personnel in nonpublic schools.
- Not applicable

Utilizing funds in multiple program areas

- The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

- At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. Section 4106 (e)(2)(C), Section 4107
- At least 20 percent of funds will be used for activities to support safe and healthy students. Section 4106 (e)(2)(D), Section 4108
- A portion of funds will be used for activities to support effective use of technology. Section 4106 (e)(2)(E), Section 4109
 - Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. Section 4109 (b)

Annual report

- The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. Section 4106 (e)(2)(F), Section 4104 (a)(2);

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District/LEA Comments

DESE Comments

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