



District/LEA: 018-047 EAST CARTER CO. R-II Year: 2023-2024

Funding Application: Plan - Title I.A LEA Version: Initial Status: Returned to LEA

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 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)

Table with 2 columns: School, Category. Rows include 4020 EAST CARTER CO. R-II ELEM. (ELEMENTARY) and 3000 EAST CARTER CO. R-II MIDDLE (MIDDLE).

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

The District hosts weekly grade-level meetings in the elementary and weekly core meetings in the middle school, at which time teachers use data obtained from a variety of sources in ELA and Math curriculum to identify and target students that are at risk of academic failure.

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)

Table for subject areas and grade levels to be served. Includes rows for Math, Reading, English Language Arts, Science, and Other, with checkboxes for grades K-12.

Add Save

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)

Table with 1 column: 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:

The East Carter R-II district offers transition activities for ECSE and all preschool age students that are entering kindergarten the opportunity to participate in the following activities:
 PAT informs parents of readiness screenings prior to entering kindergarten.
 PAT does screening from birth to 5.
 We make readiness screenings available for all children from ages 3-6.

Describe transition activities:

Some of the kids that attend Headstart also participate in our ECSE, based on screening results. We transport some ECSE kids to Headstart then bring some Headstart kids to participate in our ECSE, depending again on screening results.
 We invite ECSE students to Title I nights throughout the school year.
 At kindergarten night we bring in parents and students who would be in the

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:

Data will be gathered using a google excel sheets to monitor student's individual academic strengths and weaknesses and vertical meetings between middle school and high school teachers will be held in April of each school year to provide an opportunity for teachers to discuss specific needs of each student transitioning 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:

The East Carter high school students are provided the opportunity to tour post-secondary facilities such as colleges and technical centers. Students are encouraged to do job shadowing and are provided credit for participating in work related tasks as part of the Flex Program. Students are encouraged to participate in the JAG program at the high school as well.

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

Student are provided the opportunity to participate in regional College and Career Fairs that allow students to gain information about post secondary planning. A FAFSA Frenzy is held in conjunction with the local community college to provide students and parents assistance in completing the necessary paperwork for financial assistance with post secondary planning. Opportunities to tour colleges and technical centers are provided to students which provide

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

Students are required to participate in the Missouri Connections program beginning their 8th grade year until graduation. Career counseling is provided as part of our school wide guidance program to provide students with information and assistance in post secondary planning. Students are encouraged and provided credit for dually enrolling in college courses, provided during the school day and/or as part of the Flex Program.

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:

Title I staff are used to provide a push in/pull out delivery system for students identified at risk of academic failure for students in grades Kindergarten through 8th grade.

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 will monitor teacher performance through the evaluation procedures i.e. walk-throughs, formative and summative evaluations, professional growth plans and data team meetings to address strengths and weaknesses that result from classroom instruction. We will also monitor that teachers hold proper and valid certifications in the areas in which they teach.

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

The district monitors the Staff Assignment Report to ensure that all staff are appropriately certified in their areas of instruction. Should a disparity arise in inexperienced or out-of-field teachers, the LEA will assign quality professional development based on the area of inexperience or out-of-field assignment to meet the high quality need. The LEA will also provide funds to support professional leave for the inexperienced/out-of-field teacher to

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 district monitors the Staff Assignment Report to ensure that all staff are appropriately certified in their areas of instruction. Should a disparity arise in inexperienced or out-of-field teachers, the LEA will assign quality professional development based on the area of inexperience or out-of-field assignment to meet the high quality need. The LEA will also provide funds to support professional leave for the inexperienced/out-of-field teacher to

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: Choose File No file chosen Upload

- Local institution

List:

[Empty text box for listing local institutions]

- Community day school program

List:

[Empty text box for listing community day school programs]

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

[Empty box]

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 comparab funded schools.

Describe services that will be provided:

The district identifies homeless students through enrollment procedures and ensures student success by providing the necessary resources to maintain their well being and personal needs and allow them to attend school regularly. The LEA will provide items such as: school supplies, clothing, personal hygiene items, school sponsored registration/dues for extracurricular school events/activities that their peers will have the same access to, etc.

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 incorporates the Positive Behavior Support System Program to reduce the overuse of discipline practices. Increased discipline infractions remove students from classrooms; therefore, this system encourages positive behaviors and identifies students that are at-risk for regular discipline issues. The district provides Tier 2 and Tier 3 individual and/or small group interventions for students identified at-risk.

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 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 box]

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

Describe use of funds:

[Empty box]

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 box]

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District/LEA Comments

DESE Comments

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