



District/LEA: 042-111 HENRY CO. R-1 Year: 2026-2027

Funding Application: Plan - Title I.A LEA 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.

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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 by the Elementary and Secondary Education Act (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 for compliance. 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 WINDSOR ELEM.	ELEMENTARY

Board Approved: October 13, 2026

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

The District utilizes an at-risk checklist to identify struggling students. District DRA and Evaluate Assessments help identify struggling readers and math students. WES also has a CARE Intervention Team that works to identify and support struggling students.

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. Section 1112 (b)(1)(C)

- ☒ 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		
☒ Math	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12	
☐ Other _____	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 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
☐	☐	☐

- ☐ 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

☐ Instructional Teacher	
☐ Instructional Paraprofessional	
☐ Other	

Title I.A Funded Preschool Services

Days of Service	☐ Four Day Program ☐ Five Day Program
Length of School Day	☐ Full Day ☐ Half Day
Age of Students Served	☐ One year prior to entering kindergarten ☐ 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 of partial school programs.

Describe activities to support, coordinate, and integrate:

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Describe transition activities:

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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 elementary and secondary school counselors hold parent and student information meetings as well as a transition shadow day for 6th grade students moving into 7th grade.

- ☒ 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 District hosts a career day, career speakers, facilitates a Greyhound Seminar Period to support College and Career Readiness, and affords students the opportunity to complete the Missouri Connections online transition and career planning assessments.

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

The District collaborates with State Fair Community College, the University of Central Missouri, local Windsor, Sedalia, Warrensburg, and Clinton community partners to provide insight into post-secondary career options for students. The District has also received the DESE Teacher Career Pathways Grant for the past two years to provide insight to our teachers in necessary career industry skill sets needed for today's workforce.

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 student

Dual credit college classes offered through State Fair Community College and the University of Central Missouri are offered for junior and senior students.

The District receive a National Math and Science Initiative College and Career Readiness Grant that affords high school students the first opportunity ever to take Advanced Placement Courses in Math, Science, and English.

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:

District building leadership teams plan high quality professional development training opportunities for staff. District-wide curriculum alignment activities are also underway.

The District during the 2017-2018 school year became a Google District. Staff members are reaching professional development to learn to use Google and Google Classroom.

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, inexperienced

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

The District utilizes the Network for Educator Effectiveness (NEE) Teacher Evaluation Models to provide high-quality feedback for team members. An ineffective teacher will be addressed and supported first by their administrator/director to address their areas of deficiency. 1 on 1 meetings, additional evaluations, referring the teacher to helpful resources, observing teachers who are effective, etc. will all be strategies used to support the ineffective teacher.

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

Using data from MOSIS/Core Data Screen 18 to identify young teachers, the district follows the following guidelines:

The District utilizes the Network for Educator Effectiveness (NEE) Teacher Evaluation Models to provide high-quality feedback for team members. Inexperienced teachers are given additional administrator evaluations, referred to resources available in the EdHub section of the NEE platform, observing effective teachers, provided a mentor, and participate in 1 on 1 meetings with their administrator to help them and support them.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web App description):

The district will utilize the Staff Assignment Report found in the Educator Qualifications in the DESE Web Applications site. Once out-of-field teachers have been identified, the district will do the following:

- 1) Contact the teacher to gain an understanding of why their certification has lapsed.
- 2) Assist the teacher in finding out what needs to be done in order for the teacher to become re-certified and then assist that teacher as needed.

Upon screening applicants for an open teaching position, one of our checks is to verify the applicant's certification area(s) and ensure those match our available job opening/need. This is done at the building administrative level as well as at the Central Office level. We double-check this process to ensure we do not have someone teaching that is not appropriately certified.

Central Office runs an annual report in the Educator Qualifications web app to stay ahead of staff members whose certification may expire sometime that school year. This report is ran in August annually.

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:

- ☐ 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 those funded schools.

Describe services that will be provided:

Counselors and the district nurse provide additional supports to help meet the physical, emotional, social, and academic needs of students. The district also provides necessities such as food, water, clothing, shoes, etc. Homeless students are provided extra academic tutoring as needed. The district regularly checks with our homeless students on how they are doing. The district conducts regular visits to the place where the student is residing at the time.

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 rate by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

The District has realigned the building handbooks to help support consistency of district expectations and consequences. The PBIS and BIST combination discipline model are utilized to encourage academically and behaviorally successful students.

The CARE Intervention Team provides behavior interventions and supports to implement.

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:

The District is embracing STE+AM which is an inter-disciplinary approach to curriculum integration and solving real world problems. Students are enjoying these opportunities for hands on and relevant learning opportunities.

COMPREHENSIVE SERVICES

Targeted and/or Schoolwide Programs (ESEA Section 1115 (e)(2))

- ☐ LEA uses Title I, Part A funds for comprehensive services and funds are not reasonably available from other public or private sources to provide such services.

Description of services provided and description of how the LEA (a) has engaged in comprehensive needs assessment and (b) assures funds are not reasonably available from other so services.

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: joann.mcgowan@desse.mo.gov

Current User: dilljk

Improving Lives through Education