



District/LEA: 078-002 HAYTI R-II Year: 2022-2023

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 Every Student Succeeds 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
4040 MATHIS ELEMENTARY	ELEMENTARY
1050 HAYTI HIGH	HIGH

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

The LEA for identifying students that might be at-risk of academic failure. MAP/EOC data, I-Ready data tracking, USA Testprep benchmark assessments, STAR Reading, pre/post benchmarks and assessments. The district has data meeting both grade level and vertical align frequently to discuss issues as alignment, rigor, assessments, as well as at-risk. The district also uses other benchmarks, such as absenteeism, discipline referrals, to help identify possible at-risk 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

<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 checked="" 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 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 checked="" 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 checked="" 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
<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)

☐ Creative Curriculum

☐ Emerging Language and Literacy Curriculum

☐ High/Scope

☒ Project Construct

☐ Montessori

Title I.A Funded Preschool Personnel

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

Title I.A Funded Preschool Services

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

Describe activities to support, coordinate, and integrate:

Title funds(along with state and local funds) will be uses for teacher and para salaries and benefits. The program is 5 days per week and is for a full day. It will serve four and five year olds. Title funds(along with state and local funds) will also be used for supplies, field trips, parent involvement activities that are used to enhance education. Our Project Construct Curriculum will help evaluate the students kindergarten readiness. We will evaluate our students in physical/motor skills, social and emotional skills, general knowledge skills, language literacy and students approach toward learning.

Describe transition activities:

Title I funds(along with state and local funds) will be used to increase the effectiveness of services provided to district students. The use of Title I funds will help decrease the size of classroom making a better teacher/student ratio. The Title I will use targeted supplemental communication arts and math for PK-6.

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:

Jr. High (7-8) and High School (9-12) staff meet both at the grade level and vertically regularly as well as with the building principal to vertically align the curriculum. The teachers also address individual student needs at grade level. The use of common benchmark assessments are used and is a part of our district-wide curriculum to help in positive growth at each grade level. This is apart of the district PLC teams.

☒ 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:

Before entering high school and through their high school career, students have the opportunity to utilize and participate in exploring career paths, surveys for interest, and develop a plan of action to help transition from high school to either post-secondary education or career. The district is in cohort with Pemiscot County Special School District for our Career Technology Center. The Career Technology Center has six career paths in which students may earn Industry Recognized Credentials before graduations.

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

Principals and school counselors help coordinate college and career days both on and off campus for students and family members. During Career Fairs, both higher and technical education participate and provide information to both students and parents. Also, local and regional business can participate to provide information about their company and opportunities. The Career Technology Center as well provides vocational guidance and/or placement programs for students to have a better understanding of career paths.

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 interests

Students have the opportunity to take Advanced Placement (AP) courses for credit. High School also offers dual enrollment courses through partnership with Arkansas Northeast College (ANC) and Southeast Missouri State University (SEMO). The counselor makes sure that students complete surveys for interest, plan of action, looks at career pathways to help in moving from high school to post-secondary education.

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:

PLC and Data teams, which include teachers and principals, meet on a regularly to review benchmark assessment data, MAP/EOC data, common formative assessment data, and review students on an individual basis on progress of the Missouri Learning Standards.

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, or out-

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

The district conducts evaluations on all teachers yearly with the Missouri Teacher Evaluation guidelines. Certification are submitted to DESE. The district is committed to hiring only certified teachers if all possible. Classroom walkthrough and evaluation are done on every teacher along with benchmark assessment data, to address disparities among teachers.

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

Classroom walkthrough and evaluation are done on every teacher along with benchmark assessment data, to address disparities among teachers. All certifications are reported to DESE. The district is committed to hiring only certified teachers if all possible. In the case of an inexperienced teacher or an alternative certification program, the administration will evaluate and review data with the teacher on a consistent regular basis to ensure the teacher is performing up to standards.

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 Application description):

Classroom walkthrough and evaluation are done on every teacher along with benchmark assessment data, to address disparities among teachers. All certifications are reported to DESE. The district is committed to hiring only certified teachers if all possible. In the case of an inexperienced teacher or an alternative certification program, the administration will evaluate and review data with the teacher on a consistent regular basis to ensure the teacher is performing up to standards.

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 those provided funded schools.

Describe services that will be provided:

The LEA employs a homeless coordinator, school liaison, along with the administration for attendance recording. These staff members work with counselors, and teachers to identify homeless students. These staff members works with local and state agencies to make sure needed services are in place for 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 high rates of discipline by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

Each building Principals will review their discipline data as well as evaluate the data to monitor the discipline practices of their building. The Administration will look at trends of use or overuse of a discipline practice in their building, class, grade.

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 opportunities.

Describe programs:

Before entering high school and through their high school career, students have the opportunity to utilize and participate in exploring career paths, surveys for interest, and develop a plan of action to help transition from high school to either post-secondary education or career. The district is in cohort with Pemiscot County Special School District for our Career Technology Center. The Career Technology Center has six career paths in which students may earn Industry Recognized Credentials before graduations.

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

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