



District/LEA: 015-004 MACKS CREEK R-V Year: 2023-2024

Funding Application: Plan - Title IV.A Version: Initial Status: Approved

☒ Number ☐ ON

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 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

**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, languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as 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

Weaknesses

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

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

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

The salary of the SRO will be partially funded using \$10,000 from Title IV.A.	Employ a School Resource Officer to protect our campus, develop a positive relationship between law enforcement personnel and our students, provide education to students relative to thwarting bullying, discouraging drug usage and ways to prevent violence. Additionally, our SRO will train and equip our staff for better emergency preparedness.	Hire a full-time School Resource Officer	Pre/Post School Surveys to determine effectiveness of our SRO and the educational programs he/she provides.
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**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
We are N/A, however, it will not allow us to click NA relative to Title IV.A Effective Use of Technology	N/A	N/A	N/A

**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)*

**District/LEA Comments**


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**DESE Comments**


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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 (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 meets the following requirements:

- 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 MACKS CREEK ELEM.	ELEMENTARY

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

Dibels Next, Reading 3D, and MClass Math benchmark assessments are scientifically based reading and math researched products. These benchmark assessments are geared to gauge student readiness and success through developmentally appropriate grade level benchmark assessments. Research continues regarding DibelsNext, Reading 3D, and MClass math to ensure goals and measurements align with developmentally appropriate reading benchmarks.

Each student completes a DibelsNext and Reading 3D benchmark assessment at the beginning (BOY), middle (MOY), and end (EOY) of year. Students are then identified as 'on-level', 'strategic', or 'at-risk' respectively. Upon completion of benchmark testing, students who were identified as being less than one half grade level behind peers or 'strategic' are placed in a Tier 2 Title I RTI group. Tier 2 students receive progress monitoring of goals every month. Students who were identified as one or more grade level behind peers or 'at-risk' are placed in a Tier 3 Title I RTI group. Tier 3 students receive progress monitoring of goals every two weeks. Students receive explicit instruction relative to identified needs based on the benchmark assessment. Instruction is adjusted dependent on progress monitoring results and observation of student learning needs. Overall program effectiveness is monitored after each EOY benchmark to gauge student objective success.

Movement of student support through RTI tiers occurs every quarter. Instruction is modified after progress monitoring indicates areas of strength/weakness, occurring either every two weeks or monthly. Progress monitoring provides information relative to specific strengths and weaknesses of each student. Students then receive explicit instruction relative to mastery of reading strategies and objectives. Groups change dependent on MOY benchmark scores. Teachers receive information after each benchmark assessment and progress monitoring and adjust instruction accordingly to meet student needs.

A summary of effectiveness will be run on individual classrooms to see how students are progressing throughout the year in all Tiers. The SOE report will give information relative to which Tiers are effective and which need adjustment to better meet student needs.

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)(9)

A Day in K - students in preschool participate in a bus ride and spend time with their kindergarten teachers to familiarize themselves with the school setting before beginning kindergarten.

The preschool, being housed in the elementary building, is able to participate in breakfast and lunch served in the same cafeteria as other elementary students. Students are familiar with the layout of the building and are able to play on the elementary playground during the last month of preschool. Preschool teachers participate in professional learning opportunities with grade-level teachers so are able to collaborate to meet the needs of preschool students to provide a smooth transition into kindergarten. Students are also offered the opportunity to attend summer school prior to entering kindergarten.

#### 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 begin transitioning in grades 5 and 6. They have lockers, switch teachers, and spend time on organizational tasks to ensure a smooth transition into junior high. With the junior high being in the same building, students are familiar with teachers and practices prior to beginning 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:

Students will participate in college and career readiness guidance beginning from grade 5 through grade 12. Opportunities for exploration of school to work transition will include focusing on:  
 Student's current skills and abilities  
 Student's strengths, interests and preferences  
 Student's academic and functional (activities of everyday life) needs  
 Student's long-term goals for adulthood  
 Impact of any disability on reaching these goals

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

Students will be guided through the following statements to ensure proper postsecondary placement, whether employment or the workforce:

I would like help finding information about postsecondary education.  
 I would like help finding a job training program.  
 I would like help finding money to pay for school.  
 I would like to live close to home.  
 I want to live on campus.  
 I know a school I want to attend.  
 I want to go to a school where I know someone.  
 I understand my rights and responsibilities as a postsecondary student.  
 I know what type of assistive technology (AT) support and other accommodations I need to be successful.

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 beginning in Grade 10 are offered dual credit opportunities through State Fair Community College, when they meet the requirements in the Macks Creek RV Student Handbook.  
 Students will be placed in the A+ Program to assist with postsecondary schooling costs and transition, where applicable.  
 Students entering their 11th Grade year are given the option to receive placement in a local Technical Career Center, where they will graduate with either a degree in a specified job skill area or hours toward that training.

#### 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:

The district has a multi-faceted approach to address disparities within inexperienced teachers. As indicated on the staff assignment report Macks Creek R-V has 10 teachers who have three years or less experience within our district. However, of these 10 only 1 teacher was brand new to the profession. In the same manner the NEE process is utilized to identify ineffective teachers it is also utilized to identify teachers who may be struggling in a particular area simply due to lack of experience. In all instances, inexperienced teachers are afforded time to collaborate with colleagues in the same or similar subject area or grade level. Teachers also have open-discussion relative to school-wide needs during quarterly faculty meetings which aided in the creation of professional development goals. Self-assessment tools provided through our teacher evaluation framework were also utilized. By taking part in the Missouri DESE PLC process, the leadership team identified areas of weakness building-wide. Many teachers chose to align personal PD goals to those also in the BIP to bring about more concentrated change through the process. All goals are research-based and relevant to the mission, vision, value, and goals. The district has also developed a calendar of events to promote positive student and faculty accomplishments each year. Data derived from self-assessment and through needs identified through the PLC leadership team are utilized to identify and address disparities observed in inexperienced teachers. This data is collected and analyzed by the leadership team. Attendance in PLC Trainings, leading faculty-driven curriculum revision, identification of power standards, and alignment to Missouri Learning Standards checklists were utilized to inform and direct change relative to the revision of building curriculum to alignment with the Missouri Learning Standards. Faculty attendance of professional development opportunities from 25% in the 2019-20 school year to 50% in the 2020-21 school year. Promoting continuous learning opportunities, and opportunities for teacher growth promote a positive building climate. Additionally, the creation of the PLC Leadership Team to provide PD has created teacher-leaders within the building.

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):

As indicated by the Staff Assignment report the district did not have any out-of-field teachers employed in grades PK - 6.

#### 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 with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparable funded schools.

Describe services that will be provided:

Identification of Homeless Children and Youth  
 Adherence to the McKinney Vento Act  
 Disbursement of support for physical needs for students identified on a weekly basis. When needed school will purchase books, health items, doctor/dentist visits and transportation upon request.

#### 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:



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## 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:

Macks Creek R-V School teachers in grades K-8 will attend training relative to the new district benchmark assessment platform NWEA. Educators, administrators, paraprofessionals, and all other key stakeholders will use these data to drive additional professional development opportunities to promote student academic success. Additionally, these data will be used to inform instruction within the classroom to ensure students are achieving at an optimal level.

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

Describe alignment activities:

The use of the NWEA benchmark assessment platform will allow educators, administrators, paraprofessionals, and all other key stakeholders that data is aligned with the district's CSIP, BSIP, and professional learning goals, all of which are aligned to promoting student success and aligned to 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).

**District/LEA Comments**

**DESE Comments**

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