



District/LEA: 061-154 LA PLATA R-II Year: 2025-2026

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

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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. 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 LA PLATA ELEM.	ELEMENTARY

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

The school district will use a universal screening conducted on a regular basis for the entire school as a means of identifying students who are struggling and may need additional, specific education supports and interventions. These methods may include unit assessments, iReady, and classroom observations by teachers.

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 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 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"/> 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
<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:

We currently have our Preschool students coming into the building to work with our Title 1 teacher to establish pre-reading and pre-math proficiency.

Describe transition activities:

All students come into the building to develop a familiarity with the processes and expectations of the elementary school. We currently have our Preschool students coming into the building to work with our Title 1 teacher to establish pre-reading and pre-math proficiency. Preschool students also eat in our lunchroom to assist them with getting familiar with the lunch room procedures and how to put away their trays and stand in line. Preschool students also have a classroom special each day where they get to do art, music, library, and PE to prepare them for 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:

The counselor and administrators coordinate transitions from grade to grade. Orientation meetings are held for parents to provide them with necessary information on curriculum, activities and programs. Throughout the spring, activities are conducted to assist students in making this transition. Every 6th grader participates in a welcome and introduction provided by the counselor and administrators for the upcoming 7th grade transition from elementary to middle school. The MS to HS transition is similar.

6th grade students shadow MS peers for two class periods. MS students are assigned to exemplary high school students during the shadowing process. Mandatory orientation meetings are held with students and parents in order to register students for high school grade courses. Additional information about scheduling, extra-curricular activities and expectations are provided to students and parents during this orientation.

- ☒ 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:

Transitions from high school to post-secondary school are coordinated by the counselor and rootEd advisor by inviting area colleges and technical schools to meet with prospective students. FAFSA and ACT prep evenings are also coordinated by the counselor and rootEd advisor.

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

The counselor and rootEd coordinator facilitate transitions from high school to higher education and employment. This coordination of efforts includes A plus standards, vocational educational training and career specific avenues as well as local business participation in job fairs and guest speakers. The team coordinates area college visits and invites recruiters from colleges and the military to speak with students.

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

The district uses assessments validated by higher education to identify students who (1) are ready for college-level coursework in high school or (2) need additional supports to be college ready. All students who score at the college ready level on the assessment have the opportunity to enroll in dual credit courses in 11th and 12th grade. The district also looks at assessments prior to 11th grade to identify students potential for success in advanced coursework. Similarly, all students who score below the college-ready level on the assessment will receive the opportunity to enroll in courses in 12th grade that solidify their knowledge in core areas and expose them to the skills necessary for success in higher education. The district recognizes students' and parents' needs for timely and actionable information on students' readiness for post secondary coursework. Too often, preparation perceptions do not align with the reality of student performance. This lack of alignment can lead to students internalizing that they are "not college material". The district works with higher educational leaders to inform students and parents about the expectations for college readiness, the realities of student performance, and the availability of supports to help all scholars make successful transitions 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:

The school will utilize co-teaching as much as possible. Co-teaching teams may include the general teacher, special education teacher, paraprofessionals, speech/language pathologist, social worker, and A plus students. These teams come together for common purposes, typically to meet a wide range of learners more effectively. These teams may have long-term agendas for working together (an entire academic year) or short-term agendas such as completing a unit together or preparing students for targeted skills (e.g., state testing, STEM project, reading readiness). Despite the numerous co-teaching relationships that can exist, for the purpose of this module, the examples will focus on collaboration between general and special education teachers in the general education 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, 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 utilizes the NEE evaluation program for teacher improvements. The district makes every attempt to hire highly qualified teachers and will use the Core data screen 18a in reporting highly qualified teachers. Improving effectiveness comes with improving professional development plans. Administrators will be actively involved in assisting teachers in development of these plans.

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

The district utilizes the NEE evaluation program for teacher improvement. Inexperienced teachers need extra professional development and strong supports. The district will utilize the staff assignment report on the DESE website to identify new or inexperienced teachers and provide them with mentoring programs and supportive classroom professional development. The district believes outcomes are more important than a teacher's minimum qualifications in determining/defining efficacy.

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 utilizes the NEE evaluation program for teacher improvement. Out of field teachers need extra professional development and strong supports. The district will utilize the staff assignment report on the DESE website to identify out of field teachers and provide them with mentoring programs and supportive classroom professional development. The district believes outcomes are more important than a teacher's minimum qualifications in determining/defining efficacy.

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 to those provided in funded schools.

Describe services that will be provided:

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to: transportation; educational services for which students meet the eligibility criteria (disadvantaged students); special education and gifted programs; career and technical education; school nutrition; preschool; before-and after-school care; and ELL. Homeless students will not be separated in a separate school or program within a school based on the students' status as homeless. Funds will be used to supply need materials to 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:

It is essential that the district maintain a classroom environment that allows teachers to communicate effectively with all students in the class and allows all students to learn. To assist district staff in maintaining the necessary classroom environment, the Board of Education has created a discipline code that addresses the consequences, including suspension or expulsion for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students. Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom subject to review by the building principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All district staff are required to enforce district policies, regulations and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

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:

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: webreplyfedpro@dese.mo.gov

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