



District/LEA: 106-003 FORSYTH R-III Year: 2023-2024
 Funding Application: Plan - Title I.A LEA Version: Initial Status: Approved

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and sch

ESEA Plan Home Print Cancel Print Mode

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)

Targeted Program Schools Section 1112 (b)(5),(9)

School	Category
3000 FORSYTH MIDDLE	MIDDLE

Multiple Criteria

Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify children most in need multiple criteria:

(Check all that apply)

Criteria
<input checked="" type="checkbox"/> MAP (required for buildings serving grades 3–8)
<input type="checkbox"/> Parents as Teachers Data
<input checked="" type="checkbox"/> Teachers' Objective Checklist/Academic Indicators
<input type="checkbox"/> Parent Checklist
<input checked="" type="checkbox"/> End of Course Exams
<input type="checkbox"/> Developmentally Appropriate Assessment
<input type="checkbox"/> Other criteria

Schoolwide Program Buildings Section 1112 (b)(5)

School	Category
4020 FORSYTH ELEM.	ELEMENTARY

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

The beginning process for identifying students is reading grade level. All students who are not on grade level are determined and then reviewed via a checklist to identify those is the greatest need for help, or the greatest need of 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)

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 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"/> 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 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"/>	
<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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<input checked="" type="checkbox"/> Science	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 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"/>	
<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 <input type="checkbox"/>	

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

Title I.A Funded Preschool Services

Days of Service	<input checked="" type="checkbox"/> Four Day Program <input 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 school programs.

Describe activities to support, coordinate, and integrate:

Our preschool instructors work closely with our kindergarten teachers to gain a full understanding of the objectives and expectations student need for entering kindergarten

Describe transition activities:

These activities include, continual monitoring of student progress and objectives met through each quarter. Kindergarten screening towards the end of the academic year to help determine if student is ready to enter 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:

One strategy that the Forsyth District has implemented to help in the transition to high school for struggling middle school students is a "Freshman Enrichment" hour in which a high school teacher will have a small group of freshmen for a hour and monitor class work/grades and discuss/teach study skills needed for high school success.

Other strategies include our counselors conducting freshmen level scheduling while students are in the middle school grades. This includes beginning a four year plan as well as monitoring student success for proper high school freshmen class scheduling.

- 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 are encouraged to attend college visits and are provided opportunities within the regular school day for college fairs and informational meetings. The counselor has a significant role in monitoring student progress and regularly meeting with students to discuss credits and future opportunities.

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

College visits and tours with local community colleges and several college visits to our campus to allow student to get information.

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

Our high school provides 18 hours of college credit if a student chooses to participate in them. They are also provided with vocational training opportunities. Our district focus for the year includes an increased role in internships and future student career interest.

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:

A new district curriculum tool will aid in the development of a teachers overall curriculum with an emphasis on which Missouri Learning Standards have not just been covered but which standards have been mastered.

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):

Grade disparities are investigated which not just our inexperienced teacher but in all classes. These disparities are identify ed but looking for a large amount of failing or near failing grades. State testing assessments are also investigated to determine what, if any, disparities exist.

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

Forsyth does not currently have staff that are not highly qualified. But if disparities were found, they are addressed by allowing the teacher additional professional learning opportunities and providing a mentoring opportunity with experienced teachers. The teacher would regularly meet with administration and improvement status would be continuously monitored.

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):

No out-of-field teachers are staffed in forsyth, but if disparities were found, they are addressed by allowing the teacher additional professional learning opportunities and providing a mentoring opportunity with experienced teachers. The teacher would regularly meet with administration and improvement status would be continuously monitored.

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 comparabl funded schools.

Describe services that will be provided:

Homeless children and youth which are identified through the Mckinney Vento form are informed of the additional services available to them. They are monitored by staff and administration and if addition services are deemed to be appropriate then they are provided. The set aside will be used for needed resources any homeless student may need, such as housing materials, school related needs or supplies, and fees, transportation cost, and/or miscellaneous expenses that could occur to a homeless student. Students in need of clothing, school supplies, gas, and or food cost would also be eligible for these homeless set aside funds.

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:

Our district will take "creatvie" and sometimes "out of the box" discipline measures for students which struggle with continual discipline issues. The staff and administration will work together to determine what is appropriate and necessary to help the student.

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:

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: lauren.hardwick@dese.mo.gov

Current User: JMINGUS3

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