

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 GRANBY	ELEMENTARY
4040 TRIWAY	ELEMENTARY

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

East Newton School District has established procedures to identify students who may be at risk for academic failure of not meeting the challenge of the Missouri Learning Standards. Various data sources are used at appropriate grade levels such as Developmental Reading Assessments (DRA), MAP Assessments, research based classroom curriculum bench marking evaluations, teacher referrals as well as Developmental Indicators for the Assessment of Learning (DIAL) for PK and Kindergarten.

As soon as practical at the beginning of the school year, classroom teachers administer the DRA to identify any student possibly at risk with the knowledge that reading competency is a important identifier of educational success. At that time, the scores are turned over to the campus Title I teacher who compiles a list of students that have scored below desired levels on the DRA. He/she then asks the classroom teacher to fill out a referral form based on classroom observation and performance, and past MAP scores. If the student scores at risk, the Title I teacher confirms a need for intervention by looking at the total of the assessment results and teacher recommendation. At that time, the student begins receiving supplemental instruction as needed. The same procedure is followed for math skills based on classroom performance such as curriculum bench marks, teacher recommendation and past MAP scores.

In addition to supplemental instruction from the campus Title I teachers, both Granby and Triway campuses have Response to Intervention procedures built into the daily schedule where students receive either intervention strategies or enrichment activities based on classroom performance and bench marking scores. These Rtl rosters are changed every quarter with the subject emphasis changed as well. Students may be moved at any time based on teacher request for missing assignments or need for intervention.

Any student that continues to be at risk even after supplemental instruction and Rtl, can be referred to the Rtl committee for discussion of any more strategies that might possibly help the student achieve academic success and meet the challenge of the MO Learning Standards.

*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) and (b)(5)*
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Math, Reading, and Communication Arts in grades K-5 at both Granby and Triway

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 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)
 - Project Construct
 - High/Scope
 - Creative Curriculum
 - Early Language and Literacy Curriculum

Title I.A Funded Preschool Personnel

<input checked="" type="checkbox"/> Instructional Teacher	
<input 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 checked="" type="checkbox"/> Half Day
Age of Students Served	<input checked="" 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 of participants to local elementary school programs.

Describe activities to support, coordinate, and integrate:

While East Newton does have an Early Childhood Special Education Center, that program is NOT funded with Title money. It is funded by SPED and serves qualifying eligible 3-4 yr old students.

East Newton also operates a Parents As Teachers program to serve early childhood needs that is open to all interested families within the district. The PAT program is also funded by state and local funds, NOT with Title funds.

Describe transition activities:

While the Earl Childhood Special Education Center and the Parents As Teachers programs are not funded with Title I money, there is a collaboration effort between these programs and the Title I funded Prekindergarten program that is used at the Granby and Triway campus. The TI PK coordinator is in close contact with the directors of the ECSE and PAT programs to ensure that parents of eligible PK students are aware of the PK programs at the Granby and Triway campuses in order to best serve the young students.

Also, any ECSE, PAT, or Headstart student is given priority to PK placement.

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:

East Newton School District has a procedure in place to facilitate effective transitions for students from middle school to high school. Counselors meet with each junior high student to develop a six year career plan of study, then meet with each 8th grader for math placement assessment, information on scheduling classes, diploma requirements and extracurricular activities at the high school. The district sponsors a freshman orientation prior to the first day of school where new high schoolers are assigned their locker and allowed to walk through their daily class schedule to meet and visit teachers. Parents are encouraged to attend the orientation with their student. Also, all freshman students are assigned a senior mentor. Throughout the year, there are appointed times that the freshmen meet with their mentor. Mentors are given instruction from the counselors regarding appropriate techniques and strategies to help the incoming freshmen.

The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:

Counselors attend and meet with junior students as part of the Personal Finance curriculum to provide information regarding the FAFSA, college entry/scholarship information and tips on college searches for individual interests.

Seniors meet individually with a school counselor regarding personal career plans, college enrollment, scholarship needs or work training, etc.

Counselors and teachers work together to initiate college visits and tours in coordination with local college and universities according to student interest.

Individual senior students are allowed two college visits during the regular school year.

Counselors organize visits from colleges and universities as well as Armed Services representatives throughout the year where students may ask questions and gather information when interested.

Counselors maintain and update the school website with scholarship information along with criteria for college and scholarship applications.

Counselors advocate for ACT testing for juniors during the state testing window.

East Newton provides dual credit and dual enrollment opportunities from local college and universities. Interested students have the opportunity to participate in virtual courses as needed.

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

Counselors work with nearby Crowder College to provide a scheduling clinic for all students that have been accepted in order to complete applications and register for classes. Seniors are allowed to participate in job shadowing days according to personal interests. Job availability is posted from local businesses and summer opportunities available. Career Exploration and Business classes have career related visits from company representatives to encourage student interest in particular fields. School co-curricular groups such as FACS (Family and Consumer Science), Vocational Agriculture have numerous career related opportunities through out the year.

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 and skills:

Junior and Senior students have the opportunity to enroll in career tech classes at Crowder College. The district provides daily transportation to the CTEC campus for half-day sessions that also allows the student to earn college credit when desired.

East Newton provides dual credit and dual enrollment opportunities from local college and universities. In order to make dual credit opportunities more available to all East Newton High School students regardless of socioeconomic status, Title IV.A funds are budgeted for tuition fees for the successful completion of a dual credit class. If the student receives a grade of A, B, or C, then he is eligible for another semester of paid dual credit.

Interested students may also participate in virtual courses as needed.

Junior and Senior students that are on target for graduation have the opportunity to do work release programs (FLEX) as well as college attendance according to needs of the individual student.

Career interest inventories such as Missouri Connections and including ASVAB are encouraged and part of the Career Exploration curriculum. The inventory results are part of the student's personal consultation with counselors.

**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:

East Newton School District is dedicated to ensuring that all children have equitable access to opportunities that prepare them for success in school and in life. The ability to experience educational success and meet the challenge of the Missouri Learning Standards is the desired goal for all East Newton students. Title I funds are used to supplement regular instruction in addition to what is possible with local and state funds. Due to the fact that East Newton School District is a rural district covering a wide square mileage, our students often do not have the opportunities that might be available to other students from a more urban setting. To this point, we realize that it is a great responsibility to commit to providing access, opportunity and equity to our students. Best practices and quality programs must be available to provide EN students with a broad range of educational experiences. We strive to ensure

that our educators must receive support throughout their career to ensure effective teachers at every level of instruction.

Title I funds are spent with considerable thought and purpose as our rural school district does not have much of a local tax base and the majority of our students are within the deprivation guidelines at each of our campuses. With the availability of Federal Title I funds, it allows East Newton to pay the salaries of supplemental reading/math teachers at each elementary campus for students in need of intervention, including supplemental instructional technology instruction for all students, and the development of a Title I funded PreKindergarten program that has proven success by improvement in Kindergarten readiness levels at both campuses. Also, Title I funds are used to support a Parent Involvement program where all teachers K-8th grade plan and lead families in an evening activity nights.

Describe methods of identifying and addressing disparities in ineffective teachers

East Newton School District administrators have a process in place to identify and address ineffective teachers by evaluating teachers in three levels - Area of concern, Growth opportunity, or Meets expectation. As part of the district evaluation process, items considered directly are: appropriate subject content and curriculum knowledge, critical thinking skills, communication skills, classroom environment, and student progress and assessments. Personal behaviors such as absenteeism, and ineffective classroom management are recognized as indicators of ineffective teaching as well.

Describe methods of identifying and addressing disparities in inexperienced teachers

East Newton School District administrators have a process in place to identify and address ineffective teachers by evaluating teachers in three levels - Area of concern, Growth opportunity, or Meets expectation. As part of the district evaluation process, items considered directly are: appropriate subject content and curriculum knowledge, critical thinking skills, communication skills, classroom environment, and student progress and assessments. Personal behaviors such as absenteeism, and ineffective classroom management are recognized as indicators of ineffective teaching as well.

Describe methods of identifying and addressing disparities in out-of-field teachers

East Newton School District administrators have a method of identifying and addressing disparities in out of field teachers that are less than fully qualified. Primarily administrators make every attempt to fill open teaching positions with fully certified individuals. However, if a teacher is hired that lacks the necessary credentials to be considered appropriately certified for their teaching assignment, that teacher is required to apply and receive a provisional certificate and must complete the certification process as soon as possible. Building principals are expected to follow the out of field teacher closely, while giving support and encouragement necessary for the teacher to achieve full teaching credentials for their assigned teaching area. When possible, another district teacher that is fully certified will be assigned to assist the principal in encouraging the out of field teacher in the provisional area.

HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)



The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provided to children in Title funded schools.

Describe services that will be provided:

East Newton School District does use Title I.A funds to support the enrollment, attendance and success of homeless children and youth. Because our district is rural and does not center around an urban center, many of our homeless students are in a "doubled up" situation due to a loss of adequate housing and economic hardship. Title I.A funds are used to fund a stipend for a district homeless coordinator that collaborates and corresponds with the campus principals and counselors to address the needs of any homeless students. Additionally TI.A funds are used to help homeless students meet personal needs and effectively take advantage of opportunities. The local principal or counselor often helps the homeless student by providing items of clothing, shoes, personal school supplies, eyeglasses, food, or any specific items that might hinder the student's educational success.

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

Describe support:

East Newton School District has a plan in place to support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting the subgroups defined by the National Assessment of Educational Progress Authorization Act. In an attempt to maintain discipline behaviors at the minor level, all district teachers are trained in the Behavioral Intervention Support Team (BIST) procedures. Throughout the year, time is spent covering behavior, discipline and classroom management techniques at the scheduled professional development days for all teachers and para professionals.

In instances that a student's negative behavior reaches a level that intervention is required, the district has a Saturday School program in place that allows discipline to take place without using suspension from the regular educational schedule. The district principals and directors serve as the supervisor for the students assigned to Saturday School.

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:

East Newton School District will support high school programs that coordinate and integrate academic and career education content through coordinated instructional strategies and work-based learning opportunities in many ways.

The Special Education department employs a transition coordinator that works with agencies and area job sites to ensure students with IEPs receive adequate job training and skills. The coordinator is part of the IEP team and takes students to career-ready workshops, ensures job shadowing opportunities, tours area colleges/tech schools and oversees students that are working for VOE credit. The transitions class

also regularly does career awareness such as typical applications, interview skills, etc. At the Junior HS level, those students have the opportunity to be part of a 4-6 week program (120 hrs) with earned pay. The transition coordinator works with the preferred employment through Vocational

Rehabilitation for the program. All Seniors are required to participate in job shadowing. Also students have the opportunity to attend Crowder College CTEC program to learn career skills as well as attend college days for information about what is needed to obtain a degree/certification in their area of interest.

High School Juniors and Seniors have the opportunity to apply to be part of the Cooperative Career Education program in which they receive high school credits to leave the campus to work at approved/specified job sites under regular district teacher supervision. As part of the CCE program, there is an Agriculture Career line that works to pair up interested students with agricultural job opportunities in the area.

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:

East Newton School District employs a full-time, highly qualified, certified teacher that serves the gifted and talented Kindergarten - 8th grade students that are identified through multiple assessments such as teacher recommendation and age-appropriate cognitive assessments.