

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

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- ☒ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- ☒ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

Parents participate in an annual meeting where the LEA parent and family engagement policy is reviewed, discussed, evaluated, and adjusted, as needed.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

Parents participate in an annual meeting where the LEA parent and family engagement policy is reviewed, discussed, evaluated, and adjusted, as needed.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The parent and family engagement policy is made available via the district web site and included in school handbooks.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- ☒ The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Parents participate in an annual meeting where the local plan is reviewed, discussed, evaluated, and adjusted, as needed.

Check all that apply:

- ☒ No [Comprehensive Accountability](#) and [Targeted Accountability](#) schools have been identified in the LEA. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☐ The LEA will involve parents and family members in the development of [Comprehensive Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☐ The LEA will involve parents and family members in the development of [Targeted Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)

Capacity Building

- ☒ The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may

include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

The LEA works closely with local organizations and agencies (e.g., PTO, Hallsville Youth Coalition, Hallsville Optimists, Interchurch Council, Chamber of Commerce) to coordinate and support efforts in implementing effective parent and family involvement activities to improve student achievement and school performance.

Coordination & Integration

- ☒ The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- ☐ Title I School Improvement (a)
☐ Title I.C Migrant
☐ Title I.D Delinquent
☒ Title II.A
☐ Title III EL
☐ Title III Immigrant
☒ Title IV.A
☐ Title V.B
☐ School Improvement Grant (g) (SIG)

Other Acts

- ☐ Spec. Ed. State and Local Funds
☐ Spec. Ed. Part B Entitlement
☐ Perkins Basic Grant - Postsecondary
☐ Perkins Basic Grant - Secondary
☐ State and Local Funds
☐ Workforce Innovation and Opportunity Act
☐ Head Start
☒ McKinney-Vento
☐ Adult Education and Family Literacy
☐ Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

All Title funds are flexed to Title I.A to support Schoolwide initiatives. Annual meetings provide parents with information on resources available to meet family needs and engage students and families in the school.

Annual Evaluation

- ☒ The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

Parents participate in an annual meeting where the LEA parent and family engagement policy is reviewed, discussed, evaluated, and adjusted, as needed.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- ☒ Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have

limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

Parents, teachers, and administrators participate in an annual meeting where the barriers to participation are identified.

- ☒ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Parents, teachers, and administrators participate in an annual meeting where parent and family needs are identified and discussed.

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

Parents, teachers, and administrators participate in an annual meeting where strategies to support interactions are identified and discussed.

- ☒ The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*

- ☒ The LEA will involve parents in the parent and family engagement activities of the Title I served schools (which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) *Section 1116 (a)(2)(F)*

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District/LEA Comments

During May 2020, the annual evaluation process was conducted virtually using electronic communications over the course of a week, and not on a specific date.

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 HALLSVILLE INTERMEDIATE	ELEMENTARY
4040 HALLSVILLE PRIMARY	ALTERNATIVE

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

The district and individual buildings consult a number of data sources to identify students who may be at risk. These data include results from universal screen and progress monitoring measures of academic progress, attendance rates, discipline records, grades, and family factors (e.g., poverty).

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 type="checkbox"/> Math	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"/> 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 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"/> Communication Arts	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"/> 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 checked="" type="checkbox"/> Other Academic Intervention	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
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- ☐ 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 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:

Describe transition activities:

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:

High school transition programs begin while students are still in middle school. Students develop individual plans of study. High school orientation sessions are provided for students and their parents. Freshman advisory sessions focus on the successful transition to high school, and each student is assigned a faculty advisor to provide support. Data sources like grades and attendance are monitored, and interventions are implemented as needed. A variety of supplemental academic supports are provided to assist students (e.g., daily TRIBE time, zero hour, ninth hour, study skills classes, weekly evening support sessions).

- ☒ 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:

The district implements multiple transition practices:

- ICAP to map out courses targeting their career focus starts in the 8th grade and is reviewed with every student each year
- College, technical school, military reps visit and meet with students on a regular basis
- Mid-MO college Fair - Bus loads of juniors and seniors are transported to attend
- Testing: ACT / ASVAB / AP / Accuplacer

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

The district coordinates career and technical education opportunities for students with the following partners: Moberly Area Technical Center, Columbia Area Career Center, and Mexico Hart Center. The district operates Flex and Missouri Options programs that coordinate school and work for employers. The district coordinates dual credit offerings with the following partners: Moberly Area Community College and Central Methodist University. Students have the opportunity to participate in the Summer Start program at Moberly Area Community College.

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 coordinates career and technical education opportunities for students with the following partners: Moberly Area Technical Center, Columbia Area Career Center, and Mexico Hart Center. The district coordinates dual credit offerings with the following partners: Moberly Area Community College and Central Methodist University. This district offers a variety of Advanced Placement courses across multiple core disciplines.

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 adopted a Professional Learning Communities orientation more than a decade ago. Within this framework, the district maintains emphasis on (a) increased teacher efficacy and capacity through collaborative improvements to curriculum and instructional strategies, (b) routine use of data for universal screening to identify areas for intervention and to monitor student progress, and (c) appropriate personnel and programs to support the needs of all learners, especially where demonstrable achievement gaps exist. Non-student attendance days are scheduled one or more times each month for collaborative work. Directive daily intervention time is built into the schedule of every school. Certified teachers and paraprofessionals are employed in each building to provide intervention supports to students. The district works closely with the Boone County Schools Mental Health Coalition and other partners to provide affective supports to students.

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 LEA utilizes the Network for Educator Effectiveness (NEE) teacher evaluation to identify areas of concern and provide support. NEE is a research-supported framework that addresses the seven domains of teacher performance. Multiple professional development mechanisms are used to engage large groups, small groups, and individual teachers in improving their practices within a Professional Learning Community framework.

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

The district closely monitors staff assignments to ensure quality teachers are provided to all students. The district operates a comprehensive new teacher induction system to provide multi-year, multi-layered support (e.g., mentoring, monthly cohort sessions, new teacher academy, specialized professional development, reciprocal observations) for all novice teachers.

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 closely monitors teacher assignments and ensures that faculty members teach courses for which they are certified and highly qualified. The district currently employs no out-of-field teachers.

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 to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provided by the LEA.

Describe services that will be provided:

Child find procedures are in place and coordinated throughout the district and community resources (e.g., churches). The district liaison and counselors provide supports to facilitate enrollment and attendance. Homeless students are enrolled in courses and programs to provide supplemental academic supports, and are immediately qualified for free lunch. Donated personal and school items are provided when needed. Transportation is provided, as needed, including coordination with neighboring districts as appropriate.

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:

No discrepancies in disciplinary practices are observed.

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:

The district implements both Flex and Missouri Options programs. Students in both the traditional and alternative high school participate in these programs. These programs are not supported using federal funds.

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

District/LEA: 010-089 HALLSVILLE R-IV Year: 2020-2021

Funding Application: Plan - Title II.A 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.

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:

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

Describe alignment activities:

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).

Describe systems of professional growth and improvement:

PRIORITIZING FUNDS

- ☐ The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

☐ Not applicable (no targeted/comprehensive schools)

☐ The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

USING DATA AND ONGOING CONSULTATION

☐ The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- ☐ The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- ☒ Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

☐ The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

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District/LEA Comments

DESE Comments

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District/LEA: 010-089 HALLSVILLE R-IV Year: 2020-2021

Funding Application: Plan - Title IV.A 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.

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 determined by the 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.

Strengths

Weaknesses

--

If indicated, state need(s) identified pertaining to school conditions for student learning

--

Effective Use of Data and Technology Section 4106 (d)(1)(C)

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

Strengths

--

Weaknesses

--

If indicated, state need(s) identified pertaining to school conditions for student learning

--

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.)

Program Area	Priority	Identified Need(s)
Well Rounded Education		
Healthy and Safe School Environment		
Effective Use of Technology		

DESCRIPTIONS

Partnerships Section 4106 (e)(1)(A),(E)

- ☐ Not Applicable
- ☐ The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

Activities and programming

Well-rounded education Section 4106 (e)(1)(B),(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 well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

Safe and Healthy Students Section 4106 (e)(1)(C),(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 safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

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

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)*

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District/LEA Comments

DESE Comments

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