Missouri Department of Elementary & Secondary Education

District/LEA: 074-187 NODAWAY-HOLT R-VII **Year:** 2026-2027

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

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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 amer (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 pla
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	NODAWAY-HOLT 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 student who are struggling and may need additional, specific educational supports and interventions. These methods may include Dibels, NWEA assessments, and STAR reading scores 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 stai *(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**		
☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☑ English Language Arts	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 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
☐	☐	☑

☑ 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

☐ Instructional Teacher	
☑ Instructional Paraprofessional	
☐ Other	

Title I.A Funded Preschool Services

Days of Service	☑ Four Day Program ☐ Five Day Program
Length of School Day	☑ Full Day ☐ Half Day
Age of Students Served	☑ One year prior to entering kindergarten ☐ 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 transitior school programs.

Describe activities to support, coordinate, and integrate:

Prior to enrollment, all potential students will go through a screening process to make sure the school district has the resources available to ensure each student's success. If we do not, we will get them. Throughout the school year the district will use a universal screening conducted on a regular basis for the entire school as a means of identifying student who are struggling and may need additional, specific educational supports and interventions. These methods may include Dibels, NWEA assessments, and STAR reading scores and classroom observations by teachers. Additionally, the district will have an open house where students and their parents will come in, meet their teacher and paraprofessional, as well as get aquatinted with the room. Throughout the year many celebration parties, honors days, holiday parties, reading nights, etc. will be conducted to provide opportunities for family involvement and engagement.

Describe transition activities:

Transition activities will include the prekindergarten screenings prior to enrollment and an open house night.

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 transition from grade to grade. Orientation meetings are held for parents to provide them with necessary information on curriculum. 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 and middle school to high school is handled in a similar manner. The students shadow a middle school student for two classes. Middle school 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 the student for high school grade courses. Additional information about scheduling, extra-curricular activities and expectations are provided to the student and parent 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:

The Counselor and administrators coordinate transition from grade to grade. Orientation meetings are held for parents to provide them with necessary information on curriculum. 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 and middle school to high school is handled in a similar manner. The students shadow a middle school student for two classes. Middle school 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 the student for high school grade courses. Additional information about scheduling, extra-curricular activities and expectations are provided to the student and parent during this orientation. High school to post secondary is coordinated by the school counselor by inviting area colleges and tech school to meet with prospective students. A fafsa and ACT testing evenings are also coordinated by the counselor.

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

The counselor and administrators coordinate transitions from high school to higher education and employers. This coordination of efforts include A plus standards, vocational education training and career specific avenues as well as local businesses participation in a job fairs and special guest. The counselor coordinates area college visits and invites recruiters from college and military to speak with our 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 identif

The Nodaway-Holt School 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 12th grade. The district also looks at assessments prior to 11th grade to identify student 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 need 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 education leaders to educate students and parents about the expectations for college readiness, the realities of student performance, and the availability of supports to help all students make a successful transition 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

- [x] 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 a common purpose, typically to meet a wide range of learners more effectively. These teams may have a long-term agenda for working together (an entire academic year) or short-term agendas such as completing a unit together or preparing students for some specific skills (e.g., state testing, science project). 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)

- [x] 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 a strong support group. The district will utilize the staff assignment report on the DESE website to identify new or inexperienced teachers and provide them with mentoring program and supportive classroom professional development. The district believes outcomes are more important than a teacher's minimum qualifications (BA, MA, subject-matter qualifications, etc.) in determining/defining effectiveness.

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 a strong support group. The district will utilize the staff assignment report on the DESE website to identify out of field teachers and provide them with mentoring program and supportive classroom professional development. The district believes outcomes are more important than a teacher's minimum qualifications (BA, MA, subject-matter qualifications, etc.) in determining/defining effectiveness.

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)

[x] The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparab 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 services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

Monies set aside will be used for school supplies and other such materials to ensure student success. Monies distributed will be on a needs basis.

DISCIPLINE

Section 1112 (b)(11)

[x] 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 in the class 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.

All employees of the district shall annually receive instruction related to the specific contents of the district=s discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

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:

COMPREHENSIVE SERVICES

Targeted and/or Schoolwide Programs (ESEA Section 1115 (e)(2))

- [ ] LEA uses Title I, Part A funds for comprehensive services and funds are not reasonably available from other public or private sources to provide such services.

Description of services provided and description of how the LEA (a) has engaged in comprehensive needs assessment and (b) assures funds are not reasonably available fror services.

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- [x] 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

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Improving Lives through Education