



District/LEA: 010-093 COLUMBIA 93 Year: 2023-2024

Funding Application: Plan - Title I.A LEA Version: Initial Status: Approved

ePeGS

☒ Number

☐ Name

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 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 by the Every Student Succeeds Act (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 for compliance.

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 THOMAS BENTON ELEM.	ELEMENTARY
4030 ALPHA HART LEWIS	ELEMENTARY
4040 BLUE RIDGE ELEM.	ELEMENTARY
4055 DERBY RIDGE ELEM.	ELEMENTARY
4070 ELIOT BATTLE ELEMENTARY	ELEMENTARY
5035 NEW HAVEN ELEM.	ELEMENTARY
5040 PARKADE ELEM.	ELEMENTARY
6010 SHEPARD BLVD. ELEM.	ELEMENTARY
6020 WEST BLVD. ELEM.	ELEMENTARY
1020 FREDERICK DOUGLASS HIGH	ALTERNATIV

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

Assessment data from numerous sources are used to identify students at risk for academic failure. Through both an multi tiered systems of support process and targeted interventions, needs of students are addressed.

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)

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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	
<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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	
<input type="checkbox"/> English Language 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"/>	
<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"/>	
<input checked="" type="checkbox"/> Other <input type="text" value="Reading Recovery"/>	K <input type="checkbox"/> 1 <input checked="" 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	

Title I.A Funded Preschool Services

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

Describe activities to support, coordinate, and integrate:

CPS works with Head Start as well as other preschools in Columbia to foster transition activities for students entering kindergarten. Also, the BRIDGE program through CMCA helps with kindergarten home visits to help keep the students coming from Head Start connected to the new elementary. Each spring transition meetings are held with all twenty-one elementary schools and the preschool/ECSE staff regarding final transition of students into kindergarten.

Describe transition activities:

Each spring there are numerous events where preschool parents are introduced to elementary school, both at the preschool site and at the elementary school. Also, there are transition meetings with preschool and the home schools to make sure critical information about the student is passed on to the new school.

Preschool teachers for the most at risk students are at the home elementary on the first day of school to help with the transition and to assist with parent questions since relationships are stronger with the preschool teacher than the new elementary school.

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:

CPS provides such transition activities as Jump Start Day for incoming ninth grade students, Get To Know High School parent events in the spring and numerous parent events in the fall.

- ☒ 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:

Numerous activities are held at all of the high schools regarding college and career placements. These activities begin in 8th grade and sometimes before. Exposure to the Columbia Area Career Center is part of that transition to assist students in career and tech education before leaving the high school level.

Schools host open houses, college fairs, college information nights, career exploration nights, military recruitment, etc.

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

We have many partnerships with higher education institutions including MU, Columbia College, Stephens College, State Technical College, Moberly Area Community College to name just a few of the partnerships.

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:

We have numerous ways for students to receive college credit while still in high school. Currently we have over 75 courses that a student could receive college credit from a wide variety of institutions. A new program called High School 2.0 will launched in the fall of 2020 which increases the availability of college level courses during the school day for juniors and seniors. This program has doubled to more than 200 students in the first year of the program.

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:

District level data, include the Title I schools, is looked at on a regular basis. Reports to the Board of Education are given quarterly about the academic progress of the buildings. The Curriculum and Instruction department monitors assessment data ongoing to intervene and offer expert guidance when needed. Our Reading Recovery Lead Teacher monitors all of the data for students in Reading Recovery and in literacy intervention in the Title I buildings.

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, inexperienced, or out-of-field teachers.

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

CPS has fully implemented the NEE evaluation system for many years now. In this system numerous classroom visits are conducted throughout the year to provide ongoing feedback about instruction. There is a system in place to assist with teachers that are not performing to assist with providing support to coach the teacher. If that is not effective, HR will work with the principal to take further action. Data tools have been created over the last three years to effectively monitor the progress of students in all classrooms in a much more efficient way than in the past. This data is used at the building and teacher level to monitor student progress. Through this process of evaluation, we will ensure that effective teachers are in all of our schools and there will not be a discrepancy in the effectiveness or quality of teachers in Title I schools.

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

We have a three years of new teacher induction program to help support teachers early in their career. This program centers around curricular supports, Restorative Practices training, Equity training, mental health topics and much more. Veteran teachers "New to CPS" also are expected to attend a yearlong series about Equity and Inclusion. For all teachers new to the district, CPS hosts a 3-5 day orientation to assist teachers in their transition into CPS.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications when writing this description):

CPS has very few teachers teaching out of field and we expect all teachers to be appropriately certified if they teach for CPS. In some cases when we have exhausted all other methods, we will allow a teacher to teach out of content on a short term, limited bases. The numbers of teachers in this situation has been rising significantly over the last four years.

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:

Great Circle of Columbia (KVC Academy new name as of July 2023)

- ☐ Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

Resources for instructional materials are provided for students at Great Circle. The Curriculum and Instruction and Special Education departments are also available to consult with teaching and administrative staff at Great Circle.

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 to children in Title funded schools.

Describe services that will be provided:

CPS will provide instructional materials, resources, transportation and supports for homeless students not paid for by district funds. Examples of items that might be paid for with homeless funds are school supplies, health items, hygiene items, graduation items, doctor visits, dentist visits, school supplies, etc. Many of these services are incorporated into district provided and funded department but when needed we will use Title I funds. CPS is working on providing a counselor to act as a liaison between the school district and families and/or resource providers.

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:

CPS works closely with the Boone County Mental Health Coalition and Boone County Juvenile Office to have additional supports for mental health and behavioral concerns embedded at the school level. The BCMHC provides staff and resources for this support. CPS also provides support for PBIS and Conscious Discipline. CPS has an established a six person behavior intervention team to support buildings in effectively managing mental health and behavioral concerns of all students, not just special education students. The goal of this department is to keep kids in class so as the district effective instruction can be given to all students. If additional personnel can be found that are qualified, one more position will be added to this team in 2023-2024.

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

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Improving Lives through Education

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