

District/LEA: 005-123 CASSVILLE R-IV Year: 2022-2023

Funding Application: Plan - School Level - 4020 EUNICE THOMAS ELEM. Version: Initial Status: Returned to LEA

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

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School, Parent And Family Engagement Policy [Hide](#)

4020 EUNICE THOMAS ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- ☒ Schoolwide
☐ Targeted

☒ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The District has a written parent and family engagement policy which was jointly developed by a committee and distributed to parents and family members of participating children. The District obtains agreement from parents by distributing a permission form sent to families of identified students who will be receiving services. If the permission form is signed by the parent, it will be considered as confirmation and agreement for services. The form is filed and kept for future reference.

☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

☒ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

☒ The agenda reflects that the purpose of the meeting is

- ☒ To inform parents of their school's participation in the Title I.A program
- ☒ To explain the requirements of Title I.A
- ☒ To explain the right of parents to be involved.

Section 1116 (c)(1)

☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- ☐ Transportation
- ☒ Child care
- ☐ Home visits
- ☐ Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

☒ In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents are involved in the planning, review and improvement of the Title I program by serving on the Schoolwide Program Plan Development Team. Team members are involved in the creation and review of our Parent and Family Engagement Policies, needs assessment, and data review. Parents are also provided needs assessment surveys for feedback, program improvement suggestions and concerns.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Parents are involved in the planning, review and improvement of the Title I program by serving on the Schoolwide Program Plan Development Team. Team members are involved in the creation and review of our Parent and Family Engagement Policies, needs assessment, and data review. Parents are also provided needs assessment surveys for feedback, program improvement suggestions and concerns.

The school provides parents of participating children:

- ☒ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Title I teachers will provide parents with information about their program by providing an information table with brochures during the Fall open house in August. Title teachers will also send parent letters home outlining their program guidelines and services to students who qualify. Family engagement nights and parent teacher conference days are another way the district will provide parents with information about Title services and how students are being served.

- ☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Parents will be informed in the areas of curriculum, assessment and MAP data through parent teacher conferences, monthly progress reports, extensive reports with MAP levels and the appropriate way to interpret the results will be distributed to parents. All appropriate documentation will be delivered to parents with detailed instructions on how to interpret results.

- ☒ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- ☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- ☒ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- ☒ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

The School Parent Involvement plan will develop with parents a school-parent compact. It will be included in the student handbook and be distributed to each student and parent. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement.

Cassville K-5

SCHOOL- PARENT COMPACT

The Cassville R-IV School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act(ESEA) (participating children), agree that this compact

Compact

outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2022-2023 school year.

School Responsibilities

The Cassville R-IV School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Use the curriculum in daily instructional planning.

Provide effective learning strategies to motivate and assist with an understanding of academic concepts.

Have high expectations of learning and achievement for all students.

Assure that every student has access to quality learning experiences

Assign appropriate homework that extends and reinforces lessons taught at school.

Believe that each student can learn at his/her pace and strive to meet individual needs.

Hold parent-teacher conferences (twice annually) during which this compact will be discussed as it relates to the individual child's achievement. Do we add the intent to change our conferences or do we have to have a plan.

Conferences are held during the first and second grading terms and by appointments during the school year.

IEP meetings will be conducted as mandated.

Parents may schedule a meeting with teachers as needed during the teacher's assigned planned period.

Provide parents with frequent reports on their children's progress.

1. Teachers may send home weekly assessment results, etc.

2. Progress reports are sent home quarterly.

Provide parents reasonable access to staff.

Parents may schedule appointments with their child's teachers during their scheduled plan periods.

Teachers may communicate to families through classroom newsletters, calendars and homework planners.

A Back to School Night is held a few days before school begins to give families an opportunity

to

meet their child's teachers and receive important information about the upcoming school year.

Family Activity Nights are held twice annually to give parents and students opportunities to participate in reading and math activities.

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Provide parents opportunities to volunteer and participate in their child's classroom activities as follows:

1. Parents may volunteer in the classroom by scheduling a time with their child's teacher.

2. Parents are welcome to attend scheduled parties and other special class events upon invitation.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Making sure my child attends school every day and in on time.

Making sure that homework is completed.

Checking and signing the homework planner, if required, for assignments and communications.

Attend school conferences and review school work.

Attend Back to School Night and having the opportunity to participate in the Family Activity Nights.

Support the school's efforts to maintain proper discipline.

Monitoring amount of television and video/computer gaming activities.

Making sure my child is well rested.

Volunteering in my child's classroom.

Participating, as approp

- ☒ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

The school will continually assess the effectiveness of its instruction and resources as it relates to student success. Adjustments will continually be made when needed with input from teachers, parents and other school personnel when data is reviewed.

- ☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - ☒ Issuing frequent reports to parents on their children's progress
 - ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

Assist parents to understand the Missouri Learning Standards, MAP test and local assessments results and educate parents on understanding how to monitor a child's progress. Programs such as Seesaw and Google Classroom have been implemented to aid in communicating performance to parents.

- ☒ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology.

- ☒ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Educate all school personnel in valuing parent contributions, communicating and working with parents as equal partners. Implement and coordinate parent programs that ties between school and home.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- ☒ To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Coordinate and integrate the Title I parent involvement program and activities with other existing programs, such as PAT, Balanced Literacy, public preschool programs, ELL programs, Special Education programs and gifted programs.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☒ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☒ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☒ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- ☒ Provides opportunities for the informed participation of parents and family members, including:
 - ☒ Parent and family members who have limited English proficiency.
 - ☒ Parent and family members with disabilities.
 - ☒ Parent and family members of migratory children.
- ☒ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/14/2022

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)
- ☒ Mobility (Required)
- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

As of 4/14/2022 Annual Meeting Data:
*Enrollment and attendance has been a strength with Eunice Thomas Primary at above 92.08% which is higher than previous COVID years.

*Kindergarten screening was highly attended. We are expecting a larger kindergarten class than previous years.

*Formative and summative assessments are showing high rates of student growth. Especially, in our sped population with push-in services.

Weaknesses:

As of 4/14/2022 Annual Meeting Data:
*Free and reduced lunch rates have dropped in the last 3 years due to parents not filling out the required forms. Lunches will not be free this year as they have in the last few years.

*Discipline reports have increased. Survey results reveal teachers want more training on how to respond to student behaviors. Engagement has been determined as a need to support discipline. Assessment and placement tests (iReady/IXL) are needed to drive deeper instructional practices for engagement.

Indicate needs related to strengths and weaknesses:

*The district will focus on supporting families by helping to fill-out FRL forms during Title family nights since they will be charged for lunches in the 2022-2023 school year.

*Teacher training will focus on building clear learning targets, trauma/grief training, and student engagement strategies to help with classroom management and discipline.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- ☒ MAP results by content area and grade level, including multi-year trends (required)
- ☒ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☒ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☒ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☒ Other performance indicators used in analysis:

iReady assessment data is used to provide data points multiple times throughout the year to identify areas of student achievement that need addressed.



Summarize the analysis of data regarding **student achievement**:

Strengths:

*Through the use of the MRI model, LETRS and Reading Recovery training, literacy scores continue to rise in all buildings according to iReady data.

*Formative and summative assessments are showing high rates of student growth. Especially, in our sped population with push-in services.

*New pilot math curriculum in grades K-2 has been implemented leading to great conversations, collaboration and feedback on priority standards.

*Phonics and phonemic awareness scores are higher than in previous year. The iReady and intervention methods used by our team is leading to higher student growth.



Weaknesses:

*Math scores in grades 6-12 are significantly below the state average with Algebra 1 at 16% P&A.

*We are continually monitoring best practices, common formative assessments and continual collaboration among grade levels.

*Teachers are continuing to learn the new Math curriculum implemented in the 2021-2022 school year. Priority standards and assessments are being reviewed.

*A need to support students in grades 9-12 who are not successful in a traditional school setting.



Indicate needs related to strengths and weaknesses:

*A continued focus on literacy improvement. Refresher MRI training for grades K-2 will be implemented to recreate consistency between grade levels and new to veteran staff.

*Teacher training will focus on building clear learning targets in math and ELA, trauma/grief training, and student engagement strategies to help with classroom management and discipline in math and ELA.



Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- ☒ Learning expectations
- ☒ Instructional program
- ☒ Instructional materials
- ☒ Instructional technology
- ☒ Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

*K-2 teachers share common planning times.
*Vertical teaming has been a priority.
*Teachers are more comfortable using virtual instructional methods.
*Phonics and phonemic awareness scores are higher than in previous year. The iReady and intervention methods used by our team is leading to higher student growth.

Weaknesses:

*Work continues on creation of proficiency scales and common assessments.
*Google Classroom does not provide easy access of materials or consistency when transferring a course to a new teacher.
*Teachers need to continue to strengthen their phonics and phonemic awareness instruction. Especially to the new staff who will be joining our team.
*Math training on foundational number sense continues to be an issue. Especially for the new staff joining our team.

Indicate needs related to strengths and weaknesses:

*Continued evaluation of instructional programs and their effectiveness.
*Canvas will be implemented as the new learning management system in place of Google Classroom to create consistency across the district between teachers. It will also be more effective when transferring curriculum and instructional materials to new incoming staff.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- ☒ Staff preparation
- ☒ Core courses taught by appropriately certified teachers
- ☒ Staff specialists and other support staff
- ☒ Staff demographics
- ☒ School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

*More than 70% of staff have a master's degree.
*The district has created an Assistant Principal for the elementary grades which as provided support for teachers. Building principals have been able to focus more on instructional practices in the building.
*The district has provided 12 hours of free master's level leadership courses through Missouri State University.

Weaknesses:

*Maintaining consistent training for new staff entering the district for consistency between new and veteran staff.

Indicate needs related to strengths and weaknesses:

*Provide training for new and veteran staff to create consistency and focus across the district.
*Post recordings of professional development in a virtual learning management system for new and veteran teachers to reference later.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ☒ Parental involvement
- ☒ Communication with parents
- ☒ Policy Involvement
- ☒ Parent education
- ☒ Support for special needs and underserved
- ☒ Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

*Health Services. The school provides, through partnerships with Mercy Hospital, a clinic that enables our students to be seen without appointment and increases the chances that they can stay in school. Also, our Health Services provides free dental work due our partnership with Jordan Valley Dental.

*Title I Family Nights are well attended and survey results reflect positive feedback

Weaknesses:

*Survey results from 4/14 reflect confusion on parent communication tools across the district (social media, text messaging, See Saw, Google Classroom, Lumen, Remind, website, etc.).

Indicate needs related to strengths and weaknesses:

*The district will establish a list of approved methods for teachers to contact students to create consistency.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- ☒ School mission/vision
- ☒ Average class size
- ☒ School climate
- ☒ Management and governance
- ☒ Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

*The district mission and vision is created through a collaborative process with input from multiple stakeholders within the district.

*Discipline policies are being reviewed and revised by buildings and approved by the board of education.

*The class sizes in district remain below the state average in all grade levels.

Weaknesses:

*The District CSIP needs to be updated to reflect new MSIP 6 guidelines.

*Discipline incidents continue to remain high.

Indicate needs related to strengths and weaknesses:

*District CSIP planning will begin with a needs assessment and climate/culture survey.
*Training for staff on how to handle difficult student behaviors.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	A continued focus on instructional improvement and engagement strategies with teachers, reading and math coaches using clear and visible student learning goals. Phonics and phonemic awareness along with math foundational number sense skills is a priority.
2	Professional development and training for teachers, reading and math coaches to better prepare and equip them with tools for student engagement and classroom management techniques.
3	The need to create and adopt an effective virtual platform and learning management system for delivering ongoing professional development to staff and instruction to students K-12.

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Samantha Cospers	
2	Teacher	Suzy Parnell	
3	Principal	Mindi Gates	
4	Principal	Lisa Schell	
Plan Development Meeting Dates			
1	Meeting Date	04/21/2022	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A	Michelle Raemaker	Teacher

2	Title IV.A ▾	Errick Fuchs	Technology Director	
3	Title V.B ▾	Traci Mitchell	Assistant Superintendent	
4	Spec. Ed. State and Local Funds ▾	Amy Stephenson	Student Services Director	
5	Perkins Basic Grant - Secondary ▾	Tyler Willis	Principal	
6	McKinney-Vento ▾	Amy Stephenson	Homeless Liasion	
7	Title I School Improvement (a) ▾	Traci Mitchell	Assistant Superinendent	

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☒ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	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 <input type="checkbox"/>
2	<input type="checkbox"/> Reading	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"/>
3	<input checked="" type="checkbox"/> English Language Arts	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 <input type="checkbox"/>
4	<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"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
☒ Pull out/resource classroom
☐ Push in/regular classroom
☐ Summer School
☐ Tutoring (before-or-after-school)
☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☒ **Class size reduction**

<input checked="" type="checkbox"/> Grade Levels	K <input checked="" 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"/> Reading Instruction Only	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"/> Math Instruction Only	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"/>

- ☒ **Professional Learning Communities**
☒ **Schoolwide Positive Behavior Support**
☒ **Response to Intervention**
☐ **Other**

The strategies will (mark all that apply)

- ☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Classroom instruction will focus on small group achievement based on student ability grouping.
Title 1 pull out will be focus on strengthening gaps in achievement.

- ☒ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Balanced literacy instruction will be utilized through the MRI model to strengthen the literacy skills of students. Teachers are also being trained in LETRS to fill gaps and holes with a structured literacy approach with phonics and phonemic awareness. Students who are at risk for dyslexia will be provided with a literacy plan.

- ☐ Increase the amount of learning time

- ☐ Extended school year
☐ Before-and/or after-school programs
☐ Summer program
☐ Other

- ☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Enrichment will be provided to students who qualify through our GEARS program.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- ☒ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Through gathering of data and continued progress monitoring, students will be assessed, re-assessed and pulled out to meet their needs in relation the Missouri Learning Standards. An updated Dyslexia plan has been provided to teachers which outlines supports and accommodations to use for struggling readers. Training for teachers will also be provided to help recognize students who are at risk for dyslexia. Reading plans will be created with measurable goals for students who are identified as at risk.

Activities will (mark all that apply)

- ☒ **Improving students' skills outside the academic subject areas**

- ☒ Counseling
☐ School-based mental health programs
☒ Specialized instructional support services
☒ Mentoring services
☐ Other

- ☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs
☐ Access to coursework to earn postsecondary credit
☐ Advanced Placement
☐ International Baccalaureate

- ☐ Dual or concurrent enrollment
- ☐ Early college high schools
- ☐ Other

☒ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☒ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- ☒ Delivery of professional development services
- ☒ Instructional coach
- ☐ Teaching methods coach
- ☐ Third party contract
- ☐ Other

☒ Professional development activities that address the prioritized needs

Describe activities

Through the creation and use of our Strategic Plan (CSIP), Professional development activities will address our instructional and professional needs. Teachers have requested more support and training on dealing with student behavior as well.

☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

☒ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

Activities to be utilized:
Home visits
Community outreach
Resource centers for parents and family
Field Trips
Parent/teacher conferences

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- ☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

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

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide 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.

Save Comments

School Level Plan Home

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District/LEA Comments

DESE Comments

Email: misty.lawson@dese.mo.gov

Current User: tmtchell