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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 holds an annual meeting in the Spring to which all parents and guardians are invited and encouraged to attend. The meeting is to inform parents of the school's participation in Title I.A and to explain the requirements of Title I.A and the rights of parents and guardians to be involved. The school's Parent and Family Engagement Policy is also reviewed during this time to obtain the agreement of parents and guardians to the Parent and Family Engagement Policy.

- 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.

Cassville Primary School parents are involved in the planning, review and improvement of the Title I program by being part of the annual Spring review/evaluation meeting and serving on the Schoolwide Program Plan Development Team. Parents and 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 school and family engagement policy by being part of the annual Spring review/evaluation meeting and serving on the Schoolwide Program Plan Development Team. Parents and 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.

Cassville R-IV holds two annual Title I meetings, one in the Fall and one in the Spring, to disseminate information to parents regarding the Title I.A program. At these meetings we discuss: allocation of funds, building level plans and goals, parent involvement policy and opportunities, parents right to know, school-parent compact, research-based programs used and contact information for the Title I Director. 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 update the progress of students who 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

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.

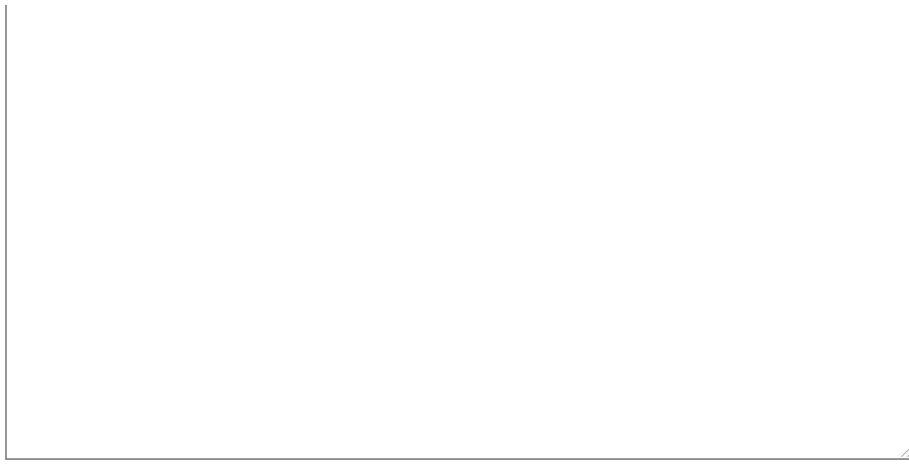
Support the school's efforts to maintain proper discipline.

Monitoring amount of television and video/computer gaming activities.

Making sure my child is well rested.

Volunteering in my child's classroom.

Participating, as appropriate.



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.

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.

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.

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.

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.

Cassville Primary School strives to ensure effective involvement of parents by assisting families to understand the Missouri Learning Standards, MAP test and local assessments results and to educate parents on understanding how to monitor a child's progress. Programs such as Seesaw, Canvas, and Class Dojo have been implemented to aid in communicating performance to parents. Parent/Teacher conferences in the Spring and Fall along with family involvement nights throughout the year provide consistent communication and assistance to families.

- 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. Opportunities for materials and training will be provided during Title I family nights and other after-school activities.

- 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

3/30/2023

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 3/30/2023 Annual Meeting Data:

*Enrollment of seated students has been a strength with zero students being classified as virtual.

*Kindergarten screening was highly attended with several needing extra special education and/or related services for next school year.

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

Weaknesses:

As of 3/30/2023 Annual Meeting Data:

*Attendance has fallen below 90% as a whole. Parents are holding students home for longer than necessary when they are sick or just don't feel well, even if they do not have a fever.

*Free and reduced lunch rates continue to drop due to parents not filling out the required forms. Lunches are not free this year as they have been 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) are needed to drive deeper instructional practices for engagement.

Indicate needs related to strengths and weaknesses:

*Parent and family nights will include research-based data on the benefits of consistent student attendance to increase student growth and achievement.

*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.

*Teacher training will focus on building clear learning targets, trauma/grief training, PBIS/behavior, 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 and growth that need addressed.

Vertical MAP data is used to compare trends and gaps in student achievement and curriculum unit pacing guides and planning.

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.

*iReady growth in Math has increased with full-implementation of the new Bridges math program.

*Reading and ELA growth has increased with implementation of Wiley Blevins phonics program and LETRS training for teachers.

*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:

*Disruptive student behavior has been a struggle for students and teachers to maintain effective classroom learning environments.

*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 implement the new Math curriculum are learning where their weaknesses are in . Priority standards and assessments are being reviewed.

*Parents report frustration on not being consistent with school-to-home communication across the district.

Indicate needs related to strengths and weaknesses:

*PBIS tier 2 and 3 strategies will be implemented for the 2023-2024 with a behavior coach and access to a Reset Behavior Room for engagement training and functional behavior support.

*A continued focus on literacy improvement. Refresher MRI training for grades K-5 will be implemented to recreate consistency between grade levels and new to veteran staff.

*Teacher training will focus on building clear learning targets and priority standards in math and ELA, PBIS/behavior, and student engagement strategies to help with classroom management and discipline to facilitate student learning.

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 effective proficiency scales and rigorous 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.
*Teachers report Tier II and III behaviors have escalated which creates a loss of instructional time and is a distraction to student learning and engagement.
*Updated technology is needed to access higher resolution digital instructional resources.

Indicate needs related to strengths and weaknesses:

*Partnership with StepUp Consulting to provide training on vertical alignment of priority standards and evaluation of units of instruction.
*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.
*Curriculum/instruction training will focus on building clear learning targets and priority standards in math and ELA, PBIS/behavior, and student engagement strategies to help with classroom management and discipline to facilitate student learning and engagement.
*Promethean Boards will be purchased to increase student engagement and access digital instructional curriculum and resources.

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 reassigned an Assistant Principal role 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:

*Restructure back to school training for new staff to the district verses veteran staff to provide relevancy, 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.
*Provide board scholarships and advancement opportunities on the pay scale for high quality professional staff.

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, an onsite clinic that enables our students to be seen without an 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.

*Staff members of the school partner and are members of local community organizations and clubs such as Rotary, Chamber of Commerce, Barry Co Youth Camp, Soroptomist, and Mercy Hospital.

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

Weaknesses:

*Survey results from 3/30/23 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 limited list of approved methods for teachers to contact students and families 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 was created through a collaborative CSIP 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 due to use of the class size reduction teacher.
*Instructional intervention data has shown to increase student growth and learning.
*Student data from supplemental ELA and math teachers and iReady is showing growth
*Teacher survey's reflect high rates of support from ELA and math coaches which ties to retention.

Weaknesses:

*Staff members report rates of disruptive classroom behavior continues to remain high with lack of parental support.
*Class sizes are large when class-size reduction teachers are not available
*special education student data is not meeting district goals for appropriate growth

Indicate needs related to strengths and weaknesses:

*The district will hire an aide to provide classroom Tier II and III PBIS/functional behavior support and student engagement strategies to help staff with classroom management and discipline to reduce student distractions and increase student learning and engagement.
*Class-size reduction teachers are needed to maintain instructional support.
*Supplemental ELA and math teachers remain a highly ranked need.
*Reading and math coaches remain a highly ranked need according to student and teacher data

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 Supplemental ELA teachers, supplemental math teachers, Reading Recovery Teacher, and paras are a highly ranked need as well as a class-size reduction teacher to provide a continued focus on instructional improvement and engagement strategies using effective tools with base room teachers. Reading and math coaches provide support and training to understanding clear and visible student learning goals. Teachers will create effective phonics and phonemic awareness units along with math foundational number sense skills as 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	From the needs assessment, Positive Behavior Intervention and Support (PBIS) will be added to include a Tier II and III behavior intervention coach and para as well as a reset room to provide lessons to reduce classroom distractions and increase student engagement.
4	From the needs assessment, adopt an effective virtual platform and learning management system for parent communication, professional development, student instruction, and consistency for families across the district.

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		
		03/30/2023	

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	Traci Mitchell	Assistant Superintendent
3	Title V.B	Traci Mitchell	Traci Mitchell
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 Liaison

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 checked="" type="checkbox"/> Reading	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"/>
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 checked="" type="checkbox"/> Other <input type="text" value="Behavior 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 <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 checked="" 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" value="Behavior Intervention"/>	<input checked="" type="checkbox"/>	<input checked="" 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. Analyzing data will ensure all subgroups will be provided opportunities to meet challenging MLS competencies.

*Title 1 pull out will be focus on strengthening gaps in achievement and will be an extension of the general education classroom.

*PBIS tier 2 and 3 strategies will be implemented for the 2023-2024 with a behavior coach and access to a Reset Behavior Room for engagement training and functional behavior intervention to support effective learning environments for all students.

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

Description of how strategy/strategies will strengthen

Balanced literacy with strategic structured components will be utilized through the MRI/LETRS model to strengthen the literacy skills of students. Teachers are receiving formal LETRS training 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 in alignment with the Cassville Dyslexia and Reading Success Plan.

PBIS and behavior intervention will strengthen the academic program by providing students with an engaging classroom learning environment free of distractions.

- 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 (gifted) 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

Data analysis and needs assessment data is used from multiple sources to address the needs of all students and identifying students who are at risk of not meeting the MLS. Data is used throughout the year for continuous progress monitoring. Students are assessed using a multi-tiered system of support to meet student needs in relation to the Missouri Learning Standards.

An updated Literacy and 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

The District CSIP Plan and needs assessment surveys have prioritized professional development needs to improve instruction and student growth/learning. Data such as MAP, EOC, ACT, iReady, IXL, CFA's and other district created assessments as well as teacher input drives district focus areas and PD. Teachers have requested more support and training when dealing with student behavior as it disrupts the learning environment and reduces student engagement.

From the needs assessment, Positive Behavior Intervention and Support (PBIS) training will be expanded to include Tier II and III behaviors to reduce distractions and increase student engagement.

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
Summer School

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.

District/LEA Comments

DESE Comments