



District/LEA: 096-111 RIVERVIEW GARDENS Year: 2023-2024

Funding Application: Plan - School Level - 6020 KOCH 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.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

6020 KOCH 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.

Koch Elementary School utilizes the parent compact that is listed in the district elementary school behavior guide. The agreement of parents is obtained through our annual Title 1 parent meeting and a copied is also emailed to the parents.

- 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 will meet regularly to improve, plan, and review the Title I.A schoolwide program during Title I meetings. Parents are encouraged to attend monthly parent meetings. They receive monthly class and school newsletters. They are also provided with conference opportunities with teachers, and the principal is available to meet with parents on an as-needed basis.

- 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 will meet regularly to improve, plan, and review the school parent and family engagement policy during the Title I meetings. Parents are given the opportunity to be involved in parent meetings and are also asked to provide feedback on parent surveys. They also have the opportunity to set up a meeting with the principal if they choose to do so.

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 1 information is always provided to parents at the start of the year during the initial Title 1 parent meeting and subsequent meetings as needed. They are also informed through newsletters throughout the year.

- 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.

At Koch, we have a Title I Meet the Teacher Night at the beginning of the school year. At this meeting, the curriculum is introduced to parents and they are informed about the various assessments that their scholars will be using. MAP achievement levels are shared with parents during the first quarter parent teacher conferences.

- 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)*

All parents are responsible for supporting their children's learning in the following ways: See that their child attends school regularly and on time; Encourage their child to read at home; Communicate with their child's teacher(s) regularly; Establish a specific time and place for homework/study; Review homework assignments daily; Be involved in their child's learning; Support the efforts of the school to maintain proper discipline; Stay informed about their child's education by reading all communications from the school and responding appropriately.

Parents are expected to get their students to school on time every day. They are contacted by phone, letters, and personal visits (when necessary) if their students miss a day of school. They are encouraged to send their students to school in acceptable school uniforms. Those uniforms may be provided to them by the Little Bit Foundation if needed. They are also provided with a school supply list and encouraged to ensure their students have the supplies he/she needs to be successful. They are encouraged to support their students through assisting with homework, reading to their children, listening to their children read, and practicing math facts. Parents will also be responsible for communicating with the teacher on a regular basis to be updated about their students' progress.

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

It is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the Missouri Learning Standards; Hold semi-annual parent-teacher conferences; Provide parents with frequent reports on their child's progress; Be accessible to parents; Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

The staff at Koch will receive appropriate professional development in areas to support instruction, classroom management, and the social-emotional needs of the students. Teachers will be required to turn in lesson plans prior to the start of the week so the instructional coach and administrator may review them to ensure the plans are in place to teach the curriculum. Weekly observations will be completed by the instructional coach and the administrator. Feedback will be provided to teachers on ways to improve instruction and build on strategies that are successful.

- 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.

At Koch we have multiple opportunities for parents to come to the school and be engaged with other parents, the administrator, and teachers. Parents are allowed to volunteer once their background check has been completed and cleared. There are curriculum nights to introduce and discuss the curriculum, parent-teacher conferences are held every fall and spring, and the guidance counselor and social worker at Koch regularly reach out to invite parents to meet with her and others at school to discuss the academic as well as social-emotional needs of their students.

- 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.

Every classroom has a phone and computer to make communication more effective and efficient in reaching parents to discuss successes as well as concerns regarding their student. The district also has a Family Engagement Specialist and sponsors monthly Parent University meetings, in which parents can sign up to attend to learn about various topics throughout the school year. Members of the leadership team are also willing to meet with parents during home visits to address any student concerns.

- 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.

Professional development opportunities will be provided on Late Start Wednesdays and on other designated professional learning days throughout the school year. Opportunities for professional development outside of the district can be provided on an as needed basis.

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.

At Koch, we partner with the Little Bit Foundation, Lutheran Family Services, Special School District, and Soulfisher Ministries. We also have an assigned School Resource Officer, associated with the St. Louis County Police Department, to assist with addressing any needs for our families.

- 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](#)

6020 KOCH ELEM.

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

5/19/2023

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:

Student attendance is usually a strength for Koch. Parental support for sending their children to school every day is provided and encouraged. The majority of the students are coming to school excited about learning and willing to work to improve.

Weaknesses:

Discipline has been a challenge. There are some students that allow others to manipulate and instigate poor behavior choices. Effective communication strategies are needed as evidenced by many altercations that occur are a result of a misunderstanding between the two students. Students that receive consequences that result in them being out of school affect them negatively as they may fall behind in their academics.

Indicate needs related to strengths and weaknesses:

There is a strong support needed for students in the areas of mental health, self-esteem, and proper social interactions. Teachers and families of students need could benefit from training in the same areas. as well as de-escalation training, so that everyone is on the same page.

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:

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

Strengths:

There has been a focus of a shift in conversations around analyzing MAP data with the teachers so that they can hone in on the skills needed for student success and are able to prioritize level of importance. There has been improvement from most of the students from the pre and post common formative assessments developed by the teachers. Teachers have developed lessons, specifically in the areas of ELA and Math where they have to show how they are addressing the deficits to improve instruction. Teachers have also improved in analyzing data provided from the results of the STAR Renaissance Benchmark assessments. They use the data to plan intervention and enrichment activities.

Weaknesses:

Math continues to be a major concern for Koch Elementary. As a staff we regularly discuss the urgency in which our students need to learn and show improvement for themselves as well as the district. The quality of the questions that students are being taught has been addressed and the level of rigor has to be improved. Unfortunately, many of our students go to the next grade level, but still haven't mastered the needed requirements from the previous grade levels, so the teachers have to provide new instruction, while still using small group instruction to address the skill deficits.

Indicate needs related to strengths and weaknesses:

We will continue to use data to drive instructional decisions. We utilize the Instructional Coach and Reading Specialist to assist teachers and students. Teachers will continue the use of the guided math and guided reading frameworks, which will result in individualized needs of students to personalize their learning experiences. We also utilize technology to assist in differentiating instruction.

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:

One strength would be the implementation of the curriculum. The instructional coach provides ongoing training throughout the school year.

Weaknesses:

One weakness would be that some teachers experience challenges with knowing exactly what the standard is requiring the student to be able to do (knowing how to unwrap the standard.) There are gaps in learning, especially within the last couple of school years, due to COVID-19.

Indicate needs related to strengths and weaknesses:

There will be a strong need for teachers to not only understand the standards at their current grade level, but also a need to know the standards of the previous grade level, so that skill deficits can be addressed and grade level content can continue to be taught.

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:

A strength was that we have had several veteran core teachers for the past three school years. These teachers have served as an instructional model for their novice colleagues.

Weaknesses:

A weakness is that the number of certified teaching applicants have declined, resulting in a number of long-term substitute teachers. There is a need for extensive training in the areas of understanding the Missouri Learning Standards, implementing the curriculum, understanding the teaching resources, classroom management, and just being a classroom teacher in general.

Indicate needs related to strengths and weaknesses:

The climate and culture is essential to staff retention and will be consistently monitored and addressed as we move into the 2023-2024 school year. We will continue to highlight successes from both the staff and students as we move forward to the next year of teaching and learning.

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:

Parent participation is generally great at Koch. We have monthly family nights that are well-attended by parents. Parents also work collaborative with the school staff to attend meetings when there is a need to address concerns.

Weaknesses:

Although there was a large amount of parent participation, there was not a formal PTO this school year. The goal for the 2023-2024 school year is to work in collaboration with the district's family engagement specialist to implement a PTO. There are a few parents that have already expressed interest in wanting to be a part of the PTO.

Indicate needs related to strengths and weaknesses:

There is a need for a formal PTO and more support for parents to understand how they can be beneficial in their scholar's learning.

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 parents, students, and staff knew and understood the school mission and vision. With the collaboration of Solution Tree, the new administrator, and the school team, a new mission and vision will be established for the 2023-2024 school year. The instructional schedule was designed around providing everyone adequate planning time, social interaction, and opportunities to build academic stamina. Intervention times will be built in the instructional schedule to address the individualized learning needs of the students.

Weaknesses:

Student behaviors need to improve, specifically in the area of how to resolve conflict.

Indicate needs related to strengths and weaknesses:

There is a need for more class counseling sessions around the topics of conflict resolution, and bullying. A student conflict mediation team will need to be developed with our older students in the building to serve as leaders.

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. Create and utilize behavior supports, interventions and celebrations to better instruct students on how their behavior effects their education and the education of the other students.

- 2. Continue to emphasize the importance of attendance for staff and students. Students have to be in order to learn and teachers have to be at school in order to provide instruction.
- 3. There is a need for continued professional development opportunities in the areas of ELA and math.
- 4. Provide opportunities for student academic achievement through tutorials, extra assistance, accommodations observed through DI, and interventions as needed.

Schoolwide Program [Hide](#)

6020 KOCH ELEM.

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	Portia Malone	
2	Teacher	Raychelle Wilson	
3	Principal	LaShanda Johnson	
Plan Development Meeting Dates			
1	Meeting Date	05/30/2023	

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	Tamekia Thomas	Teaching Method Coach
2	Title IV.A	Deirdre Liddell	District Intervention Coordinat

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 type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<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"/>

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 style="width: 150px;" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input style="width: 150px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	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"/> 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**

Other ways to address school needs will be to provide field learning experiences, implement a science lab, and a calming room, and hire a home-to-school coordinator and an instructional assistant.

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

These strategies will provide guided levels and differentiated instruction utilizing the workshop model in ELA and Math and allow use of SSD supports. The implementation of the science lab will support the ELA standards, specifically those related to writing, as the students will have to write up reports. The instructional assistant will support the students with addressing specific skill deficits and the math interventionist will work with teachers. The home to school coordinator will be the liaison between home and school to identify and address any needs/barriers that are preventing a student from being successful.

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

Description of how strategy/strategies will strengthen

Researched based practices including Kagan, PBIS, and other instructional practices will help strengthen the academic program in the school. All staff will also be provided with training in the area of trauma.

Increase the amount of learning time

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

The implementation of the Koch Saturday Learning Academy will help to address the students' skill deficits in the areas of ELA and math outside of the traditional school hours.

 Help provide an enriched and accelerated curriculum

Description of how strategy will provide

We will also receive instructional support from Soulfisher Ministries to run and afterschool tutoring program, and district support for summer programs. Teachers will sign up to teach the Koch Saturday Learning Academy for our most at risk students.

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

Teachers will differentiate instruction using the workshop model, technology, the reading specialist, and instructional assistants. They will also make decisions based off data collected from their class and discussed in data team meetings. The Instructional Coach will also support the teachers by collecting and sharing resources and materials with them as well as provide strategies to improve instruction. The instructional assistant will work in partnership with the classroom teacher to identify deficits in the students' learning and work with those students to address the deficits. The instructional coach, instructional assistant, and math interventionist will all work to address the needs of the teachers in order to enhance instruction and student learning.

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

The use of the Home to School Coordinator will be to assist with bridging the gaps that may take place between home and school and work with parents to eliminate barriers to success. Also, with the large amount of trauma that our students may have experienced during the time out of school, it is necessary to meet their social-emotional needs along with their academic needs. The use of the calming room will be used as a response to intervention for those students that may display behaviors that suggest that an alternative space in the school setting may be beneficial. The math interventionist will work specifically with teachers on how to improve instructional practices in math to ultimately see an increase in the academic performance of the students.

 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 activities will include; district wide professional development, late start Wednesdays, data teams, staff meetings and common planning time. There may be additional external professional development opportunities that will be available based off of the teacher's need.

 Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

The activities will include; use of resources from HR department, regular surveys of staff, early start to hiring staff, and positively promoting Koch Elementary on social media platforms.

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

Describe activities

These activities typically include, Kindergarten Round Up, Back to School Bash and District communications to parents.

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

No class size reduction teachers funded or requested, not able to uncheck boxes related to this area. LC 6/6

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: lcurtis294

Improving Lives through Education

Ver.