**Missouri** DEPARTMENT OF ELEMENTARY & SECONDARY **EDUCATION**

ePeGS

**District/LEA:** 096-111 RIVERVIEW GARDENS          **Year:** 2022-2023

**Funding Application:** Plan - School Level - 4020 DANFORTH ELEM.   **Version:** Revision 1   **Status:** Approved

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

[ School Level Plan Home ]  [ Print ]  [ Cancel Print Mode ]

**School, Parent And Family Engagement Policy**   Hide

## 4020 DANFORTH 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.

```
Parent Compact
Parent Leadership team
Parent handbook
Parent nights for back to school
```

☑ 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. Monthly parent meetings are held to garner feedback and continuous improvement.  Quarterly parent leadership meetings will be held to review data and plan for improvements.

☑ 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. Monthly parent meetings are held to garner feedback and continuous improvement.  Quarterly parent leadership meetings will be held to review data and plan for improvements.

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.

> A parent meeting will be held by the beginning of September to provide parents with information pertaining to Title 1.A and related programming.  In addition, monthly parent meetings will be held to garner feedback and make modifications as needed, monthly newsletters will be sent home to families with information about Title 1.A. programming and classroom practices.

☑ 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.

> The school will host an Open House, Meet the teacher, Curriculum Night, and Title 1 meeting at the beginning of the year.

☑ 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.
> Read each night with their child and support them with nightly homework.  In addition, parents will ensure attendance is at 90% for their child as well as provide ongoing behavior support.  Regular communication will be expected between parent and teacher.  Student planners will be used as a mode of communication as well as class dojo, weekly newsletters, and phone calls.

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

```
Provide a high-quality curriculum and instruction in a supportive and effective
environment that enables children to meet the Show-Me-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.
Professional development will enhance teacher understanding of research-based
instructional strategies to increase students' academic ability and to also
develop teacher skills.  Professional development will be scheduled for late
start Wednesdays, monthly staff meetings, and district-wide professional
development days.  Training topics will include:  Kagan strategies for
cooperative learning, creating resilient learners, culturally responsive teaching
and learning, trauma-informed teaching, guided math, the data team process,
academic vocabulary, as well as the district curriculum.
```

☑ 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.

```
Parents will receive information in a timely manner regarding school activities.
Activities, parent meetings, family nights, conferences, and other information
will be communicated through monthly newsletters, phone calls, and the school's
website.
```

☑ 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.

```
Monthly parent meetings that focus on specific academic, social, and emotional
needs of all students will be held.  Family nights and events will be scheduled
to provide parents the opportunity to work with students and partner with
teachers to enhance student performance.
```

☑ 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.

```
Teachers will be required to present at monthly parent meetings to provide
updates on the teaching and learning process.
Parents will be scheduled to volunteer throughout the year in their scholar's
classroom.
Teachers will make phone calls home the first 2 weeks of school to provide
positive support and establish open lines of communication.
```

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.

> Supplemental Reading Specialist will work with students reading 2 grade levels and below.  Instructional aides will be utilized to pull out and push into reading and math small group instruction.
> Referral to I-Team if academic, behavior, social/emotional, and/or attendance concerns exist.  Parents will be a part of these meetings.
> Little Bit Foundation is a partner that helps in providing for the whole child. (clothes, food, hygiene, vision, dental)
> Youth In Need provides outside counselors to work with high-needs students, especially with social/emotional concerns.
> The Home to School Coordinator will work directly with parents and families to ensure scholars are meeting school-wide expectations.

☑ 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**

## 4020 DANFORTH 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

5/16/2022

## 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:

•Student enrollment has remained steady at approximately 300 scholars.
•Office referrals have decreased due to our focus on character and student leadership.
•Increase in APR attendance points from previous school year.

Weaknesses:

•Increased number of student tardies
•Increase number of Students in Transition (SIT)
•100% Free and Reduced Lunch

Indicate needs related to strengths and weaknesses:

•Establish a Home to School Coordinator as well as PBIS assistant to help with consistency among families, scholars, and school.
•Develop a clear, consistent, and systemic process to help increase student attendance and decrease the number of daily tardies.
•Provide more opportunities to discuss the importance of school attendance and its impact on student achievement with parents and families.
•Provide transportation (bus passes) to our families to increase attendance at conferences and other student and parent meetings.
•Provide incentives for attendance and discipline.
•Hold curriculum events during the day to build positive relationships with families and have them part of the academic day.
•Conduct home visits with classroom teachers as a means to cultivate positive relationships with families.

### 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:

> •Increase in APR points in ELA from previous year.
>
> •Increase in total points from previous year.

Weaknesses:

> •Need to Increase student performance as measured by MAP ELA, MATH, Science.
> •Implement more technological instructional practices.
> •Decrease in APR points in Mathematics from previous year.

Indicate needs related to strengths and weaknesses:

> •Increase level of student engagement and time on task through rigor and relevance (math, reading, and writing workshop including Lucy Calkins' Units of Study, Rooted in Reading, and guided math)
> •Provide learning spaces for scholars (flexible seating, sensory items, etc to aid in their learning.
> •Increase the amount of science instruction by creating and utilizing hands on, real world activities (outdoor classrooms, STEM Lab, science fair, etc
> •Increase and update the amount of technology provided to scholars in order to increase learning opportunities.
> •Utilize student support programs to increase student achievement. (anti bullying, trauma informed, cultural proficiency)
> •Establish clear avenues for recognizing and rewarding students for academic achievement and accomplishments.

**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:

• Assessment data is used to evaluate and align the curriculum.
•A systematic process is in place to ensure teachers address essential content.
•Instructional time is protected and time available for teacher collaboration.
•Essential content is organized and sequenced in a way that students have time to learn.
•Teachers routinely engage in collaborative problem solving around instructional strategies.

Weaknesses:

•Time on task in the classroom during guided reading and guided math.
•Holding students accountable for proficient work.
•Consistently setting high expectations for learning.
•Effective use of supports that are in place to assist struggling learners (instructional aids, reading specialist, instructional coach, SSD teachers)
•Appropriately differentiating instruction through instructional strategies when students are having trouble learning material.
•Using student data to plan instruction (student data notebooks to be used by students to track own data).
•Implementing researched based technology programming to strengthen core academic areas (IXL, Moby Max, etc
•Effective practices to keep students actively engaged in learning (hands on science materials, guided math materials, flexible seating options, and sensory supports)
•Professional Learning Community throughout the building (RTI process utilized by all staff - professional development needed for building-wide understanding of responding to all scholars.

Indicate needs related to strengths and weaknesses:

•Effective use of supports that are in place to assist struggling learners (instructional aids, reading specialist, instructional coach, SSD teachers)
•Appropriately differentiating instruction through instructional strategies when students are having trouble learning material.
•Using student data to plan instruction (student data notebooks to be used by students to track own data).
•Implementing researched based technology programming to strengthen core academic areas (IXL, Moby Max, etc
•Effective practices to keep students actively engaged in learning (hands on science materials, guided math materials, flexible seating options, and sensory supports)
•Professional Learning Community throughout the building (RTI process utilized by all staff - professional development needed for building-wide understanding of responding to all scholars.
•Strategies for serving students who are at-risk of failing.
•Improved monitoring of Special Educations students and IEP goals and implementation.
•Provide professional development for staff in the following areas:  behavior management, cultural awareness, classroom management, social and problem-solving skills, restorative practices, de-escalation strategies, non-violent crisis intervention, Professional Learning Communities, Data teams, RTI (Response to Intervention)

**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:

```
•100% of staff is highly qualified
•Professional development provided throughout the year
•Beginning teacher mentor program
•Monthly new teacher meetings with instructional coach and principal
•Weekly team meetings
```

Weaknesses:

```
•Retain highly qualified staff
•Competitive salary schedule
•Clear communication systemically
```

Indicate needs related to strengths and weaknesses:

```
•Create and support a professional development plan based on individual teacher
and building need.
•Ongoing professional development on guided math, guided reading, and writing
•Ongoing professional development on restorative practices
•Ongoing professional development on student engagement strategies
•Ongoing professional development and district supports around: Marzano
strategies, Kagan strategies, Professional Learning Communities, Data Team
process, PBIS, character education, book studies on cultural proficiency,
creating resilient learners, restorative practices, classroom management, student
engagement.
```

**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:

```
The Little Bit Foundation
•Community events throughout the school year
•Back to School Bash
•Laundry program to assist families
•Monthly parent meetings
```

Weaknesses:

•Community/family turnout at school events
•Completion of surveys
•Parent participation in Leadership Team
•Parent volunteers throughout the year
•Increased attendance at conferences

Indicate needs related to strengths and weaknesses:

•Increase resources provided to parents consisting of, but not limited to,
literature to support families in need of academic and social/emotional support.
•Parent workshops focusing on technology, mindfulness, academic expectations,
behavior, and attendance.
•Provide food for parents to increase participation in school events and parent
meetings.
•Provide materials and trainings to help parents work with their child to improve
academic achievement.
•Provide assistance to parents to help them understand stat standards, student
achievement levels, assessments, Title 1 requirements, and how to monitor their
child's progress.
•Establish student-led conferences in the fall and spring so students can share
data and leadership notebooks with parents and explain academic progress.

## 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:

•Mission, vision, and motto is printed on school material and throughout the
school
•Improved school climate and collaborative culture
•Student discipline policy implemented through the District and implemented at
the school level
•Classroom walkthroughs and District Learning Walks

Weaknesses:

•Staff turnover
•Large class sizes in testing grades
•Teacher/student relationships
•Clear, consistent rules and procedures school-wide

Indicate needs related to strengths and weaknesses:

- Student Leadership Teams
- Principal lunch with students weekly
- Student/Principal Advisory team
- Parent Leadership Team
- Incentives for positive behavior and attendance

## 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 | Increase level of student engagement and time on task through rigor and relevance (math, reading, and writing workshop including Lucy Calkins' Units of Study, Rooted in Reading, and guided math) |
| 2 | Increase the amount of science instruction by creating and utilizing hands on, real world activities (outdoor classrooms, science fair, etc…) |
| 3 | Increase and update the amount of technology provided to scholars in order to increase learning opportunities. |
| 4 | Establish clear avenues for recognizing and awarding students for academic achievement and accomplishments. |
| 5 | Professional Learning Community throughout the building (RTI process utilized by all staff – professional development needed for building-wide understanding of responding to all scholars using trauma informed practices and culturally relevant teaching and learning strategies. |
| 6 | Establish student-led conferences in the fall and spring so students can share data and leadership notebooks with parents and explain academic progress |

**Schoolwide Program   Hide**

### 4020 DANFORTH 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 | Jason Baker | |
| 2 | Teacher | Janella Yoby | |
| 3 | Principal | Sherri Scholberg | |
| **Plan Development Meeting Dates** | | |
| 1 | Meeting Date | 05/31/2022 | |

## 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 | Select... ⌄ | | | |

## 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 | ☐ Math | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 2 | ☑ Reading | K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 3 | ☐ English Language Arts | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 4 | ☐ Science | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 5 | ☐ Other [          ] | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |

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

```
Danforth will provide enrichment and remediation (tutoring) support to students
before/after school.
```

| Instructional personnel | | | | |
|---|---|---|---|---|
| | Teachers | Paraprofessionals | Others | |
| Supplemental Reading | ☑ | ☑ | | |
| Supplemental English Language Arts | ☐ | ☐ | | |
| Supplemental Mathematics | ☐ | ☐ | | |
| Supplemental Science | ☐ | ☐ | | |
| 1 | Other [          ] | ☐ | ☐ | ☐ | |

☐ **Class size reduction**

| ☑ Grade Levels | K ☑ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |
|---|---|
| ☐ Reading Instruction Only | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |
| ☐ Math Instruction Only | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |

☑ **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

```
All Danforth scholars will be provided Guided Reading instruction that will allow
for targeted instruction at individual student reading level.  Small groups will
focus on skills needed to enhance the learning for each scholar.  In addition,
Guided Math instruction will be provided as a means to focus instruction on
individual need and enhance and enrich the learning for each scholar.  Scholars
will also follow the workshop model for writing.  Lucy Calkins Units of Study
will be utilized during this instruction.  Technology enhanced lessons will also
be provided to each scholar during small group instruction and individual
practice.
```

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

Description of how strategy/strategies will strengthen

```
Small group instruction will be the primary method teachers will use to
strengthen the academic program at Danforth.  During this workshop model,
teachers will use research based instructional strategies such as Marzano,
Hattie, Kagan, and Lamov.
```

☑ 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

```
Through the workshop model, students will be provided the opportunity to work at
their level and pace.  Push in and pull out supports will be included utilizing
instructional aides and the instructional coach.  Students will be provided
additional opportunities through instructional technology (Ipads, laptops, and
researched based instructional technology) to enhance their learning and enrich
academics.
```

---

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

Supplemental Reading Specialist will work with students reading 2 grade levels
and below.  Instructional aides will be utilized to pull out and push into
reading and math small group instruction.
Referral to I-Team if academic, behavior, social/emotional, and/or attendance
concerns exist.
Little Bit Foundation is a partner that helps in providing for the whole child.
(clothes, food, hygiene, vision, dental)
Youth In Need provides outside counselors to work with high-needs students,
especially with social/emotional concerns.
Home to School Coordinator will help to increase and enrich parent and family
support of scholar's needs to be successful. In addition, the Home to School
Coordinator will provide social/emotional supports for students in the Welcome
Center.  This is a safe space for students to go when dysregulated.

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

Professional development will enhance teacher understanding of research based
instructional strategies to increase students' academic ability and to also
develop teacher skill.  Professional development will be scheduled for late start
Wednesdays, monthly staff meetings, and district-wide professional development
days.  Training topics will include:  Kagan strategies for cooperative learning,
trauma informed classrooms, cultural proficiency, and RTI.

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

    Describe activities

> Our strategy to attract high-quality, highly qualified teachers to high-need
> schools is to recruit candidates early in the hiring process, and invite
> candidates into the school to interact with a class as part of the interview
> process.

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

Describe activities

> Our teachers will partner with ECEC throughout the year to ensure the process for
> intake of students is successful.  Our counselor and SSD staff will work to
> identify any special needs in helping pre-school students to transition to the K-
> 5 setting.

## 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 | Print | Cancel Print Mode

**District/LEA Comments**

No Class Size Reduction teachers funded or requested, not able to uncheck boxes related to this area. LC 12/6

**DESE Comments**

**Current User:** lcurtis294

**Improving Lives through Education**                                                                                                                Ver.

Save Comments | School Level Plan Home | Print | Cancel Print Mode