



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

Funding Application: Plan - School Level - 5020 LEWIS AND CLARK ELEM. Version: Initial Status: Returned to LEA

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

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

5020 LEWIS AND CLARK 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.

Conduct quarterly/annual meetings inviting all parents to attend. While participating in these regular events, parents will be informed about the school Title I program overall, parent requirement/support needed, and policies. Parents will have an opportunity to complete required forms such as the Parent Compact, joining the Parent Leadership team, review the Parent handbook, and obtain a calendar of upcoming parent events.

- 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. Every two months parent meetings are held to garner feedback and continuous improvement.

- 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. Every two months parent meetings are held to gain feedback and discuss improvement.

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.

Parent meetings are held by the beginning of September to give parents information about the Title 1.A and additional programs.

- 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 Nights, 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 nightly with their child and provide support with homework assignments. Parents will ensure student attendance is at least 90% and provide behavior support. Regular communication will be expected between parent and teacher. Student planners will be utilized as a mode of communication as well as class dojo, weekly newsletters, emails, 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 increase teacher understanding of research-based instructional strategies to increase student academic abilities and enhance teacher skills to meet students' needs. Professional development will be provided during late start Wednesdays, staff meetings, and district-wide professional development days.

- 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 in reference to school activities. Activities, parent meetings, family nights and conferences will be communicated through a yearly activity calendar, flyers, emails, 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.

Parent meetings that focus on specific academic needs based on our data will be held. Family nights and events will be scheduled to provide parents additional resources and opportunities to work with their student(s) and build partnerships with teachers to increase academic 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 give updates on the teaching and learning process. Parents will have to opportunity 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, build relationships, 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 who read 2 grade levels or more below.
Instructional aides will be utilized to pull out and push into reading and math small group instruction.
Referral to Care Team if academic, behavior, social/emotional, and/or attendance concerns exist: Parents will be a part of these meetings.
The Little Bit Foundation is a partner that assists in providing for the child's needs (clothes, food, hygiene, vision, dental).

- 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](#)

5020 LEWIS AND CLARK 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

6/7/2023

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 enrollment has remained consistent at 150 students.
- Office referrals have decreased due to our focus on PBIS.
- Increase in overall APR from the previous school year.

Weaknesses:

- Increased number of student tardy's and absences.
- Increase number of Students in Transition (SIT).
- Limited parental participation in school activities and opportunities.

Indicate needs related to strengths and weaknesses:

- Develop a clear and consistent process to assist in increasing student attendance and decrease the number of daily tardy's.
- Increase focus on school attendance and the impact on student achievement with parents and families.
- Provide incentives for attendance and positive behaviors.
- Hold literacy and curriculum nights to enhance positive relationships and provide information to families.
- Teachers and staff communicate with parents through a variety of communications.

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 APR points in Math from previous year.
- Increase in total APR points from previous year.

Weaknesses:

- Continuous improvement necessary in student performance as measured by MAP ELA, Math, and Science.
- Implement additional research based practices and remediation opportunities to foster academic growth.
- Consistent building wide intervention.

Indicate needs related to strengths and weaknesses:

- Increase student engagement and time on task through rigor/relevance math, reading, and writing workshops; Lucy Catkin's, FEV tutoring, and guided math and reading opportunities.
- Provide flexible seating and sensory items to aid in enhancing the environment for student learning.
- Increase research based teaching strategies to improve academic achievement.
- Establish clear avenues for recognizing and rewarding students' for academic achievement.

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/skills.
- Instructional time is protected and time is available for teacher collaboration.
- Essential time is protected and time is 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.
- Data driven instruction and lesson planning.
- Data driven building wide interventions

Weaknesses:

- Time on task in the classroom during guided reading and guided math.
- Holding students accountable for proficient work.
- Consistently set high expectations for learning.
- Effective use of supports to assist struggling learners(instructional aides, reading specialists, instructional coach, SSD staff)
- Using student data to plan instruction.
- Effective practices to keep students actively engaged in learning(guided reading, guided Math, flexible seating and sensory supports).
- Creating and utilizing data driven lesson plans.
- Creating and utilizing building wide universals for discipline and behavior.

Indicate needs related to strengths and weaknesses:

- Effective use of supports that will assist struggling learners (instructional aides, reading specialist, instructional coach, SSD teachers)
- Appropriately differentiate instruction through instructional strategies when students are having difficulty learning material.
- Using student data to plan instruction.
- Effective practices to keep students actively engaged in learning (guided math and reading materials, flexible seating options, sensory supports).
- Strategies for serving students who are at-risk of failing.
- Improve monitoring of Special Education students and IEP goals and implementation.
- Provide professional development for staff in the following: behavior management, classroom management, non-violent crisis intervention, and data teams.

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:

- Weekly data Team meetings
- Professional development provided throughout the year.
- Beginning teacher/mentor program
- Weekly PLC

Weaknesses:

- Retain highly qualified staff.
- Competitive salary schedule

Indicate needs related to strengths and weaknesses:

- Create and support a professional development plan based on individual teacher and building needs.
- Ongoing professional development on guided reading, math, and writing.
- Ongoing professional development on student engagement strategies.
- Ongoing professional development and district supports around: Marzano strategies, Kagan strategies, Data team process, PBIS, classroom management and engagement.
- LETR Training

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 during the school year
- Back to School Bash
- Laundry program for family assistance.

Weaknesses:

- Community/family turnout at school events
- Completion of surveys
- Parent participation in Leadership Team
- Parent Volunteers throughout the year
- Limited parent attendance at fall/spring conferences

Indicate needs related to strengths and weaknesses:

- Increase resources provided to parents (i.e. literature to support families in need of academic support).
- Parent participation at meetings focusing on academics, behavior and attendance.
- Provide food for parents to increase participation in school events/meetings.
- Establish student-led conferences in the fall/spring for students to share data with parents and discuss 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 and vision is printed on school material.
- Student discipline policy implemented through the district and implemented at the school level.
- Classroom walkthroughs and district learning walks

Weaknesses:

- Staff turnover
- Teacher/student relationships
- Clear/consistent rules and procedures school-wide
- Improvement of climate and culture within the building.

Indicate needs related to strengths and weaknesses:

- Student leadership team
- Principal lunch with students every other month
- Student/principal Advisory 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 | 1. Update the technology provided to scholars in order to increase learning opportunities. |
| 2 | 2. Establish clear avenues for recognizing and rewarding students for academics and achievements. |
| 3 | 3. Provide professional development for staff in the following areas: behavior management, classroom management, non-violent crisis intervention, and data teams. |
| 4 | 4. Establish student-led conferences in the fall/spring for students to share data with parents and explain academic progress. |
| 5 | 5. Provide opportunities for student academic achievement through tutorials, extra assistance, accommodations observed through DI, and interventions as needed. |

Schoolwide Program [Hide](#)

5020 LEWIS AND CLARK 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	Eric Calicut	
2	Teacher	Charmell Williams	
3	Principal	Keesha Fife	
Plan Development Meeting Dates			
1	Meeting Date		
		05/01/2023	

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	Charmelle Bradford	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"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Science <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
6	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Tutoring and enrichment will be provided to support students before/after school.

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 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**

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

Students will be provided Guided Reading instruction that will allow for targeted instruction at individual student reading levels. Small groups will focus on skills needed to increase the learning for each student. Additionally, Guided Math instruction will provide a focus on individual needs and enhance/enrich each student. Students will follow the writing workshop model. Lucy Calkins Units of Study will be implemented during instruction.

- 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 implement to strengthen the academic program. During this workshop model, teachers will use research based instructional strategies such as Marzano, Hattie, and Kagan.

- 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. Instructional Aides will utilize push in and pull out methods and supports. Students will be provided additional support through instructional and research based teaching strategies to support their learning.

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 support students who are reading 2 or more grade levels below. Instructional aids will be implementing a pull out and push in during small group reading and math instruction. Referral to Care Team if academic, behavior, social/emotional, and/or attendance concerns exist. Little Bit Foundation is a partner that assists in providing for the whole child. (clothes, food, hygiene, vision, dental)

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 student achievement and develop teacher skill. Professional Development will be scheduled for late start Wednesdays, staff meetings, and district-wide Professional development days.

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

Describe activities

Our strategy to attract highly qualified teachers to an urban district is to recruit candidates early in the hiring process and attend College Fairs within our area.

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

Describe activities

We will provide a Kindergarten Informational Meeting for our parents in the YWCA preschool program to assist parents with the transition of students from pre-school 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.

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.