



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

Funding Application: Plan - School Level - 1050 RIVERVIEW GARDENS SR. HIGH 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](#)

1050 RIVERVIEW GARDENS SR. HIGH

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.

We will meet with parents at the start of the school year to provide them with the updated school improvement plan (Title I meeting) and solicit their support to be a part of the improvements made at the high school. Parents are invited to be a part of the guiding coalition/school leadership team. Their active participation on this committee will support our efforts towards improvement.

- 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 invited to be a part of the school's weekly leadership team meetings to provide feedback and review goals.

- 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 invited to be a part of the school's weekly leadership team meetings to provide feedback and review goals.

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.

Parents will receive calendars of school programs and events at the Title I meeting and information will also be shared on the school app and website.

- 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.

In the Title I meeting, we will go over and discuss curriculum, academic assessments, and MAP achievement levels, and attendance and behavior expectations for all students. This information will be shared in the school leadership team meeting and during the PTO meetings.

- 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 will have access to SIS (access to students' grades, attendance, and discipline). We will teach parents how to access the school app for information in addition to SIS.

- 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.

- 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.

We will utilize the Home to School coordinators with the assistance of Counselors and Social Worker to support student's academic, emotional and social needs. The Home to School Coordinator, in collaboration with the Counselors and Social Worker, will assist with overall parent's needs and assistance, including but not limited to home visits on a weekly basis as needed. Lastly we will host parent engagement events to build stakeholder involvement within our school.

- 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.

Parents will be provided with training at monthly PTO meetings. Information will be shared through parent newsletters, social media platforms, school app, as well as the school and district website.

- 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.

Staff members will receive Restorative practices, cultural competency, trauma and sensitivity training. There will be follow-up sessions with the staff throughout the school year to meet the needs of the students. Parents will also have the opportunity to participate in restorative circles when the need arises to support our efforts to reduce conflict, behavior concerns and the number of disciplinary infractions across our campus.

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.

Parents are active members of the school leadership team and offer input during these sessions.

- 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](#)

1050 RIVERVIEW GARDENS SR. HIGH

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

4/28/2023

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:

Enrollment projections remain steady for 2023-24. Through the supports provided on our campus, we have been able to implement restorative classrooms which have improved the culture and helped to reduce those incidents of fighting and more serious incidents. Home visits and the proposed implementation of an Attendance Secretary will support our work towards attendance improvement.

Weaknesses:

Mobility still continues to be a challenge, as well as, the number of scholars in transition. We will monitor the attendance, tardiness and truancy of scholars in the upcoming year.
100% Free Lunch

Indicate needs related to strengths and weaknesses:

Attendance clerk, Home-to-School Coordinators to assist with discipline and attendance concerns, School Based Health Clinic to address physical and emotional health, Culturally Responsive Teaching Methods training to enhance student engagement and decrease incidents warranting office referral. A literacy coach to support our scholars who score low on the SRI. Utilize our Home to School Coordinators to support our scholars with major attendance concerns. Lastly, develop experiential lessons and field experiences based on scholars who have 90/90 attendance and academic improvement.

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:

Improvement in the area of literacy with marked growth in the lexile scores of our sophomores. Targeted support for our Algebra I classes through our work with Solution Tree to support our certified and long term subs providing instruction. The implementation of Math 180 utilizing a certified teacher who is dual certified and assisted with our math needs by providing math intervention outside of her work as a PE Teacher.

Weaknesses:

•Algebra I: data shows this remains an area of concern that requires us to utilize additional resources through our work with Solution Tree.
 •English II: Remains steady; however, we still continue our work to support scholars not reading on grade level. Small gains in accordance with Star and lexile data. We will continue to utilize Read 180, creative writing, and supplemental teacher for pull out and push in Tier 3 support.
 •Government: data shows academic gains; however, until our MPI is 400, there is still progress to make.
 •Science: data shows academic gains; however, until our MPI is 400, there is still progress to make.
 •Renaissance STAR data: show each teacher meets or exceeds within academic content. Nonetheless, until all MPI scores are above 400, the high school faculty and staff must remain focused on results.

Indicate needs related to strengths and weaknesses:

Continued support of content area Instructional Coaches (2), additional staff to support the areas of Math and ELA, Restorative Social Emotional Interventionist Assistant, training in Culturally Responsive Teaching & Cultural Sensitivity, Enhance Technology to increase engagement and Trauma-Informed Care and Teaching for all staff members. Additionally, students will engage in supplemental instruction in ELA/Math using Read/Math 180 and Edugenuity academic platforms to achieve academic success.

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:

Revitalized curriculum in the area of ELA and restructured science curriculum. New textbook adoption.

Weaknesses:

Need of restructured math curriculum
 The availability of highly qualified applicants is limited or non-existent

Indicate needs related to strengths and weaknesses:

Scholastic Read 180, System 44, and the use of PLC with fidelity, including documented completion of the six-step data team cycle. All teachers will learn the foundational components of the Data Team Structure; Learn the Data Teams Process; and Plan for implementation and sustainability. Instructional strategies embedded into the curriculum will include Marzano's identifying similarities and differences and summarizing; and the School Instructional Leadership team will identify two strategies related to direct vocabulary instruction, pre/post/during reading strategies, and writing.

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:

Over 90% highly qualified staff in core content areas, weekly professional development through Late-Start Wednesdays, Weekly PLC meetings and the use of the 6-Step Data Team process, Instructional Coaches to support staff in the 4 core content areas through modeling and push-ins, targeted in-service opportunities chosen through analysis of classroom observation data.

Weaknesses:

Difficulty finding, recruiting, and retaining highly qualified staff in the areas of math and science.

Indicate needs related to strengths and weaknesses:

Develop creative ways to find, recruit and retain highly qualified staff. Implement a staff attendance bonus for faculty and staff who have good attendance, staff members who prepare their scholars to perform well on state assessments and current staff who go above and beyond the call of duty. New salary scale.

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:

Active PTO Committee, Home-to-School Coordinators, Increased parent participation in school activities, Parent representative on School Leadership Team, School App utilized to share information and strengthen the home-school connection, addition of a school-based health clinic on RGHS campus

Weaknesses:

Continued work to increase parent engagement, need for Attendance Secretary to work with parents on the importance of daily attendance, recruit and retain parent volunteers, provide opportunities to educate parents as it relates to a variety of home, school, parenting and personal issues.

Indicate needs related to strengths and weaknesses:

Recruit and retain parent volunteers, provide opportunities to educate parents as it relates to a variety of home, school, parenting and personal issues.

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:

Staff knows and displays the school mission and vision in every classroom, smaller class sizes in core content area classes.

Weaknesses:

Training required for staff and the school community as it relates to restorative practices and trauma-informed teaching.

Indicate needs related to strengths and weaknesses:

Implement training required for staff and school community as it relates to restorative practices, trauma and cultural competency training.

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 | Find, recruit and retain highly-qualified staff to improve the academic achievement of all students. |
| 2 | Increase attendance |
| 3 | Address discipline without affecting attendance- Restorative Justice |
| 4 | Enhance technology to increase student engagement |
| 5 | Improve graduation rates for the four, five and six-year cohort graduates. |
| 6 | Achieve academic success with the support of learning platforms uch as Renaissance, Read/Math 180, & Edgenuity. |

Schoolwide Program [Hide](#)

1050 RIVERVIEW GARDENS SR. HIGH

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	Victoria Smith	
2	Teacher	Dawn Finley	
3	Principal	Traci Nave	
4	Other Administrators	Alex Clark	
5	Other Administrators	Danielle Garrett	
6	Other School Leaders	Jamison Rusthoven	
7	Specialized Instructional Support Personnel	Kimberly Kellerkern	
8	Specialized Instructional Support Personnel	Matthew White	
9	Students	Precious Barry	
10	Others	Eddie Velez	
Plan Development Meeting Dates			
1	Meeting Date	05/16/2023	

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	Alex Clark	Associate Principal
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 checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
2	<input checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
3	<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"/>
4	<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

RGHS will provide enrichment and remediation (tutoring and credit recovery) support to students before/after school.

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
<input checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
<input checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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

•Read 180 is a reading intervention program that is tailored to students reading two or more grade levels behind. This program gives students skills and strategies to use while reading for comprehension.
 *All high school scholars will be assessed via the STAR assessment and READ 180 to determine their Lexile score. Those scholars identified as needing additional support will receive reading support through pull-out instruction with our Reading Specialist and/or READ 180 services to enhance learning and individual student reading levels.
 Technology-enhanced lessons will also be provided to each scholar during small group instruction and individual practice.
 *Math 180

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

Description of how strategy/strategies will strengthen

•Get Better Faster by Paul Bambrick -Santoyo (A 90 Day plan for coaching new teachers)
 •Total Participation Techniques to build effective student engagement
 •Understanding by Design to enhance the rigor within the curriculum and teaching Restorative Practices
 Solution Tree on-site Coaching
 Trauma-Informed Teaching

- 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

- Provide college level classes for scholars who meet requirements (Early College, Dual Credit and Dual Enrollment)
- Advance Placement Courses
- Pre-Advance Courses
- Coding/Computer Science

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

- The high school will continue the support of an intensive wrap around social-emotional service and academic support program called Success Academy
- The implementation of an attendance task force led by the Home to School Coordinators and the Attendance Secretary
- Home to School Coordinators to support our parents and scholars with interventions, improve attendance, graduation rate
- The continuation of Restorative Justice provide pull out or push in for ELA and Mathematics instruction

Referral process implemented for the I Team process to address academic, attendance, social/emotional and behavior concerns.

The Little Bit Foundation is a partner that helps in providing for the whole child (clothes, food, hygiene, mentoring and workforce opportunities)

Care STL provides on-site medical services through the health center to improve health and minimize attendance concerns.

Youth in Need provides on site therapeutic counseling services through individual and group therapy for high-needs students with social/emotional concerns.

Home to School Coordinators will help to increase and enrich parent and family support of scholar's needs to be successful.

- Literacy/ Reading Specialist

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 during late start Wednesdays, as well as building and district established days

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

•Offer incentives to teachers who teach in tested subjects
*Create incentives for teachers with good attendance
*Develop incentives for teachers who go above and beyond the call of duty
*New salary scale with consistent steps each year

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

Describe activities

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.