ePeGS

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District/LEA: 096-107 MAPLEWOOD-RICHMOND HEIGHTS   **Year:** 2021-2022

Funding Application: Plan - School Level - 4040 MRH ELEMENTARY   **Version:** Initial   **Status:** Submitted

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

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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.

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MRH Elementary follows board policy by including an addition to a statement in
our parent/student handbooks.  Parents are on district-level committees such as
the Title Program Evaluation Committee and the  Teaching and Learning Council.
They review and sign the parent compact.  They complete annual parent surveys.
All changes are reviewed in open forums at Board Meetings, Teaching and
Learning Council and Elementary Parent Meetings.
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☑ 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 sit on the Title Evaluation Committee and are active participants in the Teaching and Learning Council, which oversees curriculum and instructional development. Changes to the policy are reviewed by both groups and are presented at two open sessions of the Board of Education. In addition, meetings are held in the building to receive parent feedback.

☑ 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 sit on the Title Evaluation Committee and are active participants in the Teaching and Learning Council, which oversees curriculum and instructional development. Changes to the policy are reviewed by both groups and are presented at open sessions of the Board of Education. Parents are also involved in analyzing the data received from the annual parent survey from which planning is impacted for the following year.

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 statement is included in the Elementary School parent/student handbook that goes home to all families. The engagement policy is available on the district website. Parent meetings are held to inform families of Title One programming. Annual meetings provide information abut the Title programs at PTO meeting, in open house, at the beginning of Curriculum nights and through school wide newsletters.

☑ 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.

> MRH Elementary hosts a Parent Information Night for parents where grade-level curriculum and expectations are reviewed. Student assessment information and MAP achievement levels are shared with families through a variety of formats, including Parent-Teacher Conferences, mailings, and Student Problem Solving meetings. Teachers review student data in Data Team meetings and through the Response to Intervention process. Parents had access to a virtual learning platform throughout the Coronavirus response and access will continue throughout the school 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)*

```
Through the School-Parent Compact, parents agree to support their child's
education by:
* Supporting the efforts of the school by monitoring their child's attendance
and homework
* Read with their child the parent handbook and sign the parent-school compact
* Encourage the habit of reading for information and recreation
* Attend parent-teacher conferences and other school sponsored activities
* Make every attempt to get their child to school everyday and on time
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☑ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

```
MRH Elementary School and its staff will:
* Provide certified teachers, develop appropriate high quality curriculum and
instruction, and create an effective teaching-learning environment specifically
designed to assure maximum student performance.
* Host an orientation prior to the start of school to inform parents of
expectations, procedures, policies, report card review, and explanations of the
curricula at each grade level.
* Provide many and varied opportunities for parent involvement and education
scheduled at mutually convenient times to support parents' efforts to take
responsibility for high student performance.
* Maintain communication with parents through school and classroom newsletters,
conferences, and telephone calls, notes, emails, meetings, and the
parent/student handbook.
* Provide written evaluations to parents informing them of the student's
attendance, attitude, and academic performance.
*  Conduct a yearly survey that allows parents to evaluate curriculum and
programs and provides them an opportunity to make suggestions and comments.
```

☑ 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.

```
A variety of resources and strategies are used to provide assistance to parents
because we want to provide the support at the parents' point of need.  Some of
the structures utilized are:
* Home visits
* Parent teacher conferences
* District web page
* Classroom and school newsletters
* Curriculum night
* Web resource lists
* Personal phone calls and emails
* Learning Management systems access
```

☑ 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.

```
* As part of the Home Visit program, families may receive materials that will
be used to practice academic skills at home.
* Curriculum nights are designed to be active and to present parents with ways
to work with their child at home.
*  Individual parent-teacher conferences are scheduled to provide individual
support
* Parent training sessions are provided based on need.
```

☑ 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.

```
MRH provides individualized home visit training for every teacher.  Staff
development and staff meetings incorporate working with family.  This training
includes how to work with students and parents from diverse cultural groups or
that have been impacted by trauma.  The district social worker and ESL teachers
provide guidance to teachers and staff that helps with respect and
understanding of various cultural groups. Teachers who provide additional
academic support, such as gifted and reading intervention work with staff
regarding how to support those families.
```

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.

```
During the course of the year, MRH Elementary (grades 3-6) coordinates with the
ECC (K-2) for several family learning events.  These events are focused on
content and important instructional work happening in each school.  In the
spring of the year, MRH Elementary collaborates with ECC to transition the
second graders to the Elementary.  The events include a special second grade
visit to the Elementary and a Parent Orientation where information is shared
about third grade curriculum and expectations. Also, MRH Elementary
collaborates with MRH Middle School to transition the 6th graders to the Middle
School. The transition activities include a half day visit to the Middle School
for 6th grade students and a Middle School Parent Information Night for
parents.   The entire district also hosts community events such as the K-12
Homecoming Experience and the District Open House so that parents can tour all
schools. Note: *Due to Covid-19, many of the regular transition activities were
held virtually or post-poned.
```

☑ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

☑ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

☐ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

☐ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

☐ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

☑ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

☐ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

☑ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

☑ Provides opportunities for the informed participation of parents and family members, including:

     ☑ Parent and family members who have limited English proficiency.

     ☑ Parent and family members with disabilities.

     ☑ Parent and family members of migratory children.

☑ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment   Hide

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COMPREHENSIVE NEEDS ASSESSMENT (school level)
Section 1114(b)(6)

☑ A comprehensive needs assessment of the entire school has been conducted.

☑ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/1/2020

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:

```
Based on the 2020-2021 enrollment the population continues to be diverse with
about a 36% minority population, most of which are black or multi-racial. Total
enrollment has risen over the last 10 years resulting in a current enrollment
of 479 in grades 3-6. 34.1% of students in grades 3-6 were eligible for Free or
Reduced Lunch.
```

Weaknesses:

```
The MRH Special Education Incidence Rate in 2020-21 was 12.4%, which is
slightly below the state incidence rate. Based on MAP test scores over the past
three years, students who receive special education services perform more
poorly than their regular education peers. The rapid increases in our ELL
population (currently MRHE has 3.5%) has created the need for more training for
teachers in working with ELL students, particularly Newcomers.
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Indicate needs related to strengths and weaknesses:

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MRH needs to work closely with the Special School District to ensure that all
students needing special education services are appropriately identified and
that those classroom interventions are in place.  Two priorities for supporting
our students with IEPs are (1) providing ongoing staff training and coaching to
special education staff in high yield instructional strategies in the area of
literacy and numeracy and (2) providing ongoing training to all MRH staff on
IEP implementation and provision of accommodations and/or modifications. The
rapid increase in our ELL population has created the need for more training for
teachers in working with ELL students, particularly Newcomers.
```

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:

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Fountas and Pinell Individual Reading Inventory, STAR 360 Reading, STAR 360
Math, RAN, Spelling Benchmarks
```

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

Strengths:

Due to COVID, no MAP data was available for the 2019-2020 school year. However, MRH regularly assesses students during the year. The final 2020-2021 Renaissance Benchmark assessments using MAP norms, was reviewed in mathematics and communication arts. In this review, communication arts was a relative strength, averaging 62.3% of students expected to score proficient or above on the MAP based on correlations and norms provided by Renaissance.

On the 2019 MAP (the lastest results available) Communication Arts, all grades (3, 4, 5, 6) had a higher percentage of students scoring Proficient and Advanced than the state percentage for their grade level, and grade 5 had a higher percentage of students scoring Proficient and Advanced on the 2019 MAP CA than the one from 2018. On the 2019 MAP (the lastest results available)Mathematics, grades 4 and 6 had a higher percentage of students scoring Proficient and Advanced than the state percentage for their grade level; grade 3 was at the state average. In 2019, grades 3 and 5 had a larger percentage of students scoring Proficient and Advanced in 2019 than in 2018.

Weaknesses:

Due to COVID, no MAP data was available for the 2019-2020 school year. However, MRH regularly assesses students during the year. The final 2020-2021 Renaissance Benchmark assessments using MAP norms, was reviewed in mathematics and communication arts. In communication arts, grade 3 had 60.7% performing at a level that is estimated to score proficient or above on the MAP; grade 4 had 60.2% expected to perform at a proficient or above level; grade 5 had 63.9% expected to perform at a proficient or above level; and grade 6 had 63.8% expected to perform at a proficient or above level. An analysis of student results revealed that many students not scoring proficient had weaknesses in advanced word analysis skills.

In mathematics on the 20-21 final Renaissance Benchmark assessments, grade 3 had 34.1% performing at a proficient or above level; grade 4 had 38.9% expected to perform at a proficient or above level; grade 5 had 29.0% expected to perform at a proficient or above level; and grade 6 had 35.2% expected to perform at a proficient or above level. These results is very concerning.

On the 2019 MAP (the lastest results available) Communication Arts, Grade 3, 4, and 6 had a smaller percentage of students scoring Proficient and Advanced than in 2018. An achievement gap exists between the performance of minority and White students at all grade levels. When disaggregated by IEP status, whether students have an IEP, those without IEP scored higher than those with IEPs at the corresponding grade levels. A substantial gap still exists in which students not eligible for free or reduced lunch scored higher than those that were eligible for free and reduced lunch at corresponding grade levels.

On the 2019 MAP (the lastest results available) Mathematics, grade 5 made gains from the previous year, yet they had still had a slightly lower percentage of students scoring Proficient and Advanced than the state percentage for their grade level. An achievement gap exists between the performance of Black and White students at all grade levels. In every grade, the White students had higher index scores. When disaggregated by whether students have an IEP, those without IEP scored higher than those with IEPs at the corresponding grade levels. A substantial gap remained in which students not eligible for free or reduced lunch scored higher than those that were eligible for free and reduced lunch at corresponding grade levels.

Indicate needs related to strengths and weaknesses:

```
MRH needs to continue to work in communication arts and mathematics, with a
special emphasis on ensuring instruction, assessment, and curriculum are
aligned to the Missouri Learning Standards.  Another need is strategies and
structures to address the gap that exists between white and black students and
the gap that exists between students with IEPs and students without IEPs across
content areas and the gap that exists between students eligible for free and
reduced lunch and those that were ineligible.

MRH needs to address the learning deceleration during the COVID time period and
strategically select strategies and monitor their success for individual
students. Mathematics in particular needs to be addressed now, with school
system changes such as more time for mathematics and more targeted flexible
groupings for interventions. Additional resources for addressing foundational
and intervention work in reading and mathematics are necessary for working with
more students needing learning acceleration.

Two priorities for supporting our students with IEPs are (1) providing ongoing
staff training and coaching to special education staff in high yield
instructional strategies in the area of literacy and numeracy and (2) providing
ongoing training to all MRH staff on IEP implementation and provision of
accommodations and/or modifications.

The rapid increase in our ELL population has created the need for more training
for teachers in working with ELL students, particularly Newcomers.
```

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:

```
Teaching and Learning Council provides the framework for district-wide
professional development foci using a modified train-the-trainer model.  MRH
connects curriculum and professional development through Curriculum Action
Teams. These teams recommend professional development focus for the content
area and support deep conversations ultimately addressing how this new learning
informs practice. Teachers can participate in many district-sponsored
professional development opportunities, including a four-year guaranteed
training progression that explicitly teaches curriculum design, differentiated
instruction techniques, and student-involved assessment strategies. MRH
supports teachers in obtaining their National Board Certification as they
become more experienced.  Through curriculum revision, professional
development, and thoughtful purposeful implementation, student academic gains
are being made longitudinally, while they have experienced a slight regression
during the coronavirus pandemic.
```

Weaknesses:

As new staff enters the district or teachers change grades, they need
additional support while current staff will need advanced training. Changes in
the Missouri Learning Standards have increased the need for professional
development in order to fully understand these changes and to make strategic
modifications in curriculum and classroom practice. Achievement gaps persist
for African American students, students with low socioeconomic status, and
students with IEPs. Additional work in the science and social studies
curriculum and more hands-on experiences need to be included to provide
learning at a deeper, more transferable level. As stated in the "Achievement
section," alignment work needs to be completed between Missouri Learning
standards, instruction, and assessments in communication arts and in
mathematics. Support materials in communication arts and mathematics need to be
developed(acquired) to support teachers new to the district, new to teaching
that subject area, or with providing additional differentiation.

Indicate needs related to strengths and weaknesses:

Additional curriculum work in science and social studies is needed. Based on
student achievement data, curriculum enhancements in mathematics and
communication arts should continue to be developed including additional
formative assessments and aligned lessons. As stated in the "Weaknesses
section," support materials in communication arts and mathematics need to be
developed(acquired) to support teachers new to the district, new to teaching
that subject area, or with providing additional differentiation.

Robust RtI structures and efficient methods of targeting and responding to
student need should be continued using tools to aggregate, disaggregate, and
store individual student data. Additional resources are needed for providing
hands-on, experiential learning in science, for instructing English Language
Learners, and to support tier two interventions in both mathematics and
reading.

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:

MRH utilizes a variety of structures to provide professional development. The
Teaching and Learning Council provides the framework for district-wide
professional development foci using a modified train-the-trainer model. MRH
connects curriculum and professional development through Curriculum Action
Teams. These teams recommend professional development focus for the content
area and support deeper conversations ultimately addressing how this new
learning informs practice. Teachers have the opportunity to participate in many
district-sponsored professional development opportunities. MRH supports
teachers obtaining their National Board Certification as they become more
experienced.

All MRH Elementary teachers are highly qualified. Sixty-nine percent of the MRH
Elementary teachers hold a Master's degree or higher. The staff has an average
of 9.7 years of experience. Upon entering the district, all new teachers
participate in a four-year training progression related to curriculum
development, differentiated instruction, assessment and grading, and culturally
responsive teaching. Salaries for teachers are at or above the St. Louis County
median. The average salary for MRH Elementary teachers is $53,266.00.

Weaknesses:

As new staff enters the district or teachers change grades, they need
additional support while current staff needs advanced training. Changes in the
Missouri Learning Standards have increased the need for professional
development in order to fully understand the changes and to make strategic
modifications in curriculum and classroom practice. Achievement gaps persist
for African American students, students with low socioeconomic status, and
students with IEPs. Training should address equitable and differentiated
practice. Additional work in the science and social studies curriculum and more
hands-on experiences need to be included to provide learning at a deeper, more
transferrable level. As stated in the "Achievement section," alignment work
needs to continue between Missouri Learning standards, instruction, and
assessments for communication arts and mathematics. Support materials in
communication arts and mathematics need to be developed(acquired) to support
teachers new to the district, new to teaching that content area, or needing
additional support with interventions.

Indicate needs related to strengths and weaknesses:

Additional curriculum work in science, writing, and social studies is needed.
Based on student achievement data, curriculum enhancements in mathematics and
communication arts should continue to be developed including additional
formative assessment and aligned lessons. Also, as stated in the "Weaknesses
section," support materials in communication arts and mathematics need to be
developed(acquired).

Robust RtI structures and efficient methods of targeting and responding to
student need should be continued using tools to aggregate, disaggregate, and
store individual student data. Resources are needed for providing a more hands-
on learning experience in science and for instructing English Language
Learners. Given the change to increased virtual learning during COVID, teachers
have struggled and do not have as many intervention strategies available to
them when they are in the virtual learning environment. Additional resources
and support are needed for interventions in mathematics and reading.

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:

On yearly parent surveys, the response rate is very high. Parent conferences
are attended by over 95% of parents. Parent attendance at curriculum nights is
high when they attend with their children. Parent survey responses indicate
increased understanding of what and how students are taught and how they can
help their children at home. Administrators and classroom teachers provide
ongoing information for parents through newsletters and webpages and respond to
parent communications or requests in a timely manner. Home Visits and grade
level looping are two MRH practices that facilitate strong relationships
between parents and their child(ren)'s teacher. During COVID 19, MRH was able
to provide community-building activities such as neighborhood parades,
continual food service, positive media messages, and other programming.

Weaknesses:

MRH needs to help families that have higher mobility, families that enter mid-year, and families the enter mid-loop quickly feel like they are part of the school community. Efforts should be strengthened to connect with families of English language learners. During COVID-19, despite personal communication, provision of technology access, and additional student services, MRH was unable to maintain consistent contact with certain high-needs families.

Indicate needs related to strengths and weaknesses:

MRH needs to help families that have higher mobility, families that enter mid-year, and families the enter mid-loop quickly feel like they are part of the school community. MRH should explore the use of families that actively participate in the school as mentors to new families to help them assimilate more easily.

Efforts should be strengthened to connect with families of English language learners. During COVID-19, despite personal communication, provision of technology access, and additional student services, MRH was unable to maintain consistent contact with certain high-needs families.

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:

MRH Elementary has a well-articulated mission and vision. The average class sizes at MRH Elementary are 15 students per classroom teacher. We have been able to maintain a low office referral and student suspension rate. MRH Elementary was also recognized as a Missouri State School of Character. MRH is becoming a trauma-informed school with formal systems in place to address student's needs.

Weaknesses:

Because of leadership and staffing changes; building systems, culture, and protocols must be intentionally reinforced. MRH needs collaborative dialogue and training related to guaranteed academic, behavioral, and social-emotional practices. Through building and district equity audits, MRH has identified several areas that need to be addressed to ensure that instruction is effective for all student demographics and responsive to learning deceleration during COVID 19.

Indicate needs related to strengths and weaknesses:

MRH Elementary needs to continue professional development related to educational equity in core content areas. Because of ongoing concerns for student health and safety, additional training needs to be done for effective virtual learning or blended learning environments.

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	Focus on the development of foundation skills in communication arts and mathematics by providing services to students at the Elementary and Early Childhood Center, building teacher instructional capacity in the content areas (Communication Arts, Mathematics, Science, and Social Studies), teaching/intervention skills, and working with minority populations (ELL, Ethnic/racial, IEP, and Socioeconomic).
2	Common formative assessments, longitudinal data, and current data will provide information for differentiation and for the development of interventions targeted to particular students, groups of students, or whole classes especially to overcome learning lapses/gaps developed during COVID.
3	Continue to explore and implement best practices for instruction and intervention in virtual or blended learning environments inclusive of student and family engagement.

Schoolwide Program Hide

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SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan.
Section 1114 (b)(2)

Schoolwide Program Plan Development		
Team Member		
	Team Member Role	Team Member Name
1	Parent	Stacy Dick
2	Teacher	Abby Smith
3	Principal	Angela Thompson
4	Other Administrators	Roxanna Mechem
5	Others	Margaret Scordias
6	Other School Leaders	Cynthia Cobb
7	Teacher	Kristin Cotner
8	Teacher	Alison Felchner
9	Teacher	Angela Mitchell
10	Teacher	Courtney Mueller
11	Principal	Cynthia Hebenstreit
12	Other Administrators	Rachel Ward
13	Teacher	Lisa Weaver
14	Teacher	Sarah Weber
Plan Development Meeting Dates		
1	Meeting Date	01/06/2021
2	Meeting Date	01/20/2021
3	Meeting Date	02/03/2021

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 ⌄	Roxanna Mechem	Assistant Superintenden	
2	Title IV.A ⌄	Roxanna Mechem	Assistant Superintenden	

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

> ESSER funds and local funds will be used to provide pull-out classes, push-in classes, and tutoring outside of the school day. Instructional coaches will support these activities as well as classroom teachers and specialists.

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**

> Data Teams

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

```
Student achievement will be monitored and students will be appropriately placed
in interventions to meet their specific academic, social, and emotional needs.
Teachers will be engaged in collaborative professional development and RTI
activities to ensure that students' individual needs are being addressed and
monitored.
```

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

Description of how strategy/strategies will strengthen

```
Teachers will engage in a deep study of differentiated instruction, including
work with formative assessments.  This training and resulting changes in
curriculum will focus instructional strategies to address specific student
need. Methodologies will be systematized to provide proactive strategies to
assist students at the earliest point of need. Results will be monitored and
stored in a data warehouse to ensure student progress.
```

☑ 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

```
Consultants will be hired to work with teachers on standards-based curriculum
alignment as well as providing targeted professional development for teachers
based on content area and teaching assignment.  The curriculum will be audited
to ensure aligned assessment and anchor lessons.  In classroom support, will be
provided by building content coaches. Interventions will be identified and
implemented to address the needs of individuals, small groups, or class groups
not meeting the Missouri State Learning Standards and the deceleration of
learning and creation of learning gaps during the time of CoVID.
```

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

```
Students will be universally screened, and if appropriate receive additional
formative and diagnostic assessments, and will be matched with specific
interventions/supplemental instruction to meet their academic and social-
emotional needs. Professional development in differentiated instruction,
social/emotional support, and culturally relevant/equity-oriented instruction
will be provided to staff members.
```

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

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☐ **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

<div style="border:1px solid #999; height:60px;"></div>

☑ **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

<div style="border:1px solid #999; height:60px;"></div>

    ☑ Professional development activities that address the prioritized needs

    Describe activities

> Staff will receive professional development specific to literacy and mathematics. Staff members will participate in collaborative professional development in differentiated instruction, social/emotional/behavioral interventions including trauma-informed care and restorative practices. Staff members will engage in RTI meetings and problem-solving.

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

Describe activities

<div style="border:1px solid #999; height:40px;"></div>

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

Describe activities

<div style="border:1px solid #999; height:40px;"></div>

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

DESE Comments

Email: christina.scott@dese.mo.gov

Current User: mscordia

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