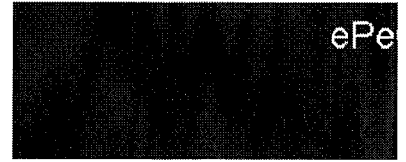


District/LEA: 096-107 MAPLEWOOD-RICHMOND HEIGHTS Year: 2019-2020

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



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

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

4040 MRH ELEMENTARY

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 parent 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.

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.

- 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 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 policy are reviewed by both groups and are presented at two open sessions of the Board of Education.

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 policy are reviewed by both groups and are presented at two 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 about 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 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.

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 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 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

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

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
- 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,

- 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

- 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

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent pro 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 provides guidance to teachers and staff that helps with respect and understanding of various cultural groups.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement,

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local program public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

During the course of the year, MRH Elementary (grades 3-6) coordinate 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.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format 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, (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. *S (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. *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 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](#)

4040 MRH ELEMENTARY

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

2/6/2019

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 2019-2020 enrollment the population continues to be diverse with about a 39 percent 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 508 in grades 3-6. 41.56% of students in grades 3-6 were eligible for Free/Reduced Lunch.

Weaknesses:

The MRH Special Education Incidence Rate in 2018-19 was 11.7%, which is on par with 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 has created the need for more training for teachers in working with ELL students, particularly Newcomers.

Indicate needs related to strengths and weaknesses:

We need to work closely with Special School District to ensure that all students needing special education services are appropriately identified and that classroom interventions are in place. The rapid increases 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:

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

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

Strengths:

On the 2018 MAP 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. On the 2018 MAP Mathematics, grade 6 had a higher percentage of students scoring Proficient and Advanced than the state percentage for their grade level. In 2018, Grade 6 had a larger percentage of students scoring Proficient and Advanced than in 2018.

Weaknesses:

On the 2018 MAP Communication Arts, Grade 3, 4, 5, and 6 had a smaller percentage of students scoring Proficient and Advanced than in 2017. An achievement gap exists between the performance of minority and White students at all grade levels. 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 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 2018 MAP Mathematics, grades 3, 4, and 5 had a lower percentage of students scoring Proficient and Advanced than the state percentage for their grade level and had a smaller percentage of students scoring Proficient and Advanced than in 2017. 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:

Our need is continued work in communication arts and mathematics, with a special emphasis on ensuring alignment of instruction and assessment to ensure the curriculum is 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.

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. MRH supports teachers obtain National Board Certification as they become more experienced teachers. Through curriculum revision, professional development, and thoughtful purposeful implementation, student academic gains are being made.

Weaknesses:

As new staff enter the district or teachers change grades, they will need additional support while current staff will need advanced training. Changes in standards to Missouri Learning Standards has increased the need for professional development in order to fully understand the changes and to make strategic changes in curriculum and classroom practice to address the changes. Achievement gaps persists for African American students, students with a low socio-economic status, and students with IEPs. Additional work in science and social studies curriculum is needed and more hands-on experiences need to be included to provide learning at a deeper more transferrable level. Also, as stated in the "Achievement section," alignment work needs to be completed between Missouri Learning standards, instruction and assessments in communication arts and math. Support materials in communication arts need to be developed(acquired) to support teachers new to the district.

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 assessment and aligned lessons. Also, as stated in the "Weaknesses section," support materials in communication arts need to be developed(acquired) to support teachers new to the district.

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 for providing hands-on more experience learning in science are needed. Additional resources for instructing English Language Learners are needed.

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 provides 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 deep 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 National Board Certification as they become more experienced teachers. All MRH Elementary teachers are highly qualified. Seventy-eight percent of the MRH Elementary teachers hold a Master's degree or higher. The staff has an average of 11.6 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 \$54,703.00.

Weaknesses:

As new staff enter the district or teachers change grades, they will need additional support while current staff will need advanced training. Changes in standards to Missouri Learning Standards has increased the need for professional development in order to fully understand the changes and to make strategic changes in curriculum and classroom practice to address the changes. Achievement gaps persists for African American students, students with a low socio-economic status, and students with IEPs. Additional work in science and social studies curriculum is needed and more hands-on experiences need to be included to provide learning at a deeper more transferrable level. Also, as stated in the "Achievement section," alignment work needs to be completed between Missouri Learning standards, instruction and assessments in communication arts and math. Support materials in communication arts need to be developed(acquired) to support teachers new to the district.

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 assessment and aligned lessons. Also, as stated in the "Weaknesses section," support materials in communication arts need to be developed(acquired) to support teachers new to the district. 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 for providing hands-on more experience learning in science are needed. Additional resources for instructing English Language Learners are needed.

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 (>80%). Parent conferences are attended by over 95% of the parents. Parent attendance at curriculum nights when parents attend with their children is highly attended also. 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 request in a timely manner. Home Visits and grade level looping are two of MRH practices that facilitate strong relationships between parents and their child(ren)'s teacher.

Weaknesses:

Helping parents that enter the school mid-year or mid-loop feel a part of the school community more quickly.

Indicate needs related to strengths and weaknesses:

More quickly develop relationships with families that have higher mobility.

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:

We have a well articulated mission and vision. Average class sizes at MRH Elementary are 15 students per classroom teacher. We have experienced a decrease in Office Referrals and Student Suspensions. MRH Elementary was also recognized as a Missouri State School of Character.

Weaknesses:

While the staff is striving to become trauma-informed, we have not yet fully implemented trauma-informed practices and are continuing to put systems in place. Also, student safety protocol trainings need to occur. Through building and district equity audits, MRH has identified several areas that need to be monitored in terms of educational equity.

Indicate needs related to strengths and weaknesses:

MRH Elementary needs to continue professional development related to trauma-informed practices and analyze policies related to trauma-informed care and restorative practices. Also, student safety protocol trainings need to occur.

Staff training in diversity, inclusion, and anti-bias is needed to ensure the implementation of equitable practices for students.

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, providing services at the Elementary and Early Childhood Center. Communication Arts and Mathematics professional development and interventions must be the building content focus.
2	Building teacher instructional capacity in content area, teaching/intervention skills, and working with minority populations (ELL, Ethnic/racial, IEP, and Socioeconomic).
3	Use of longitudinal and current data to provide information for differentiation and for the development of interventions targeted to particular students.

Schoolwide Program [Hide](#)

4040 MRH ELEMENTARY 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	
Parent	Stacy Dick	
Teacher	Abby Smith	
Principal	Jason Adams	
Plan Development Meeting Dates		
Meeting Date	02/06/2019	

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	
Title I A	Jason Adams	Federal Programs Coordin	
Title IVA	Jason Adams	Federal Programs Coordin	
State and Local Funds	Roxanna Mechem	Assistant Superintendent	

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)

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

Delivery of Title I funded supplemental instruction services

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
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"/> 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"/> 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

- 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 or 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 in formative assessment. 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 as they work on standard-curriculum alignment as well providing targeted professional development for teachers based on content area and teaching assignment. Curriculum will be reviewed for evidence of best practices for the content area. In classroom support will be provided by building content coaches.

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, if appropriate receive additional formative and diagnostic assessment and 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

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

Staff will receive professional development specific to literacy and math. 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

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

DESE Comments

Email: christina.wales@dese.mo.gov

Current User: JasonAdams

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