

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.

The Parent engagement policy is published, distributed, and reviewed/explained at curriculum nights, meet the teacher and made available again at a fall PTA unit meeting.

- ✓ 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 IA 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/or 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:

A timeline is developed with a series of meetings for program development, review and evaluation. Parent participants are invited and involved in these steps. Title 1 programs and funding are discussed at meetings throughout the year and feedback is taken. Information regarding Title 1 support and services is all sent out in parent newsletters. Annual surveys are also sent out to gain parent input in planning, review, and improvement of programs and supports.

- ✓ 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:

A timeline is developed with a series of meetings for program development, review and evaluation. Parent participants are invited and involved in these steps. Family engagement activities and events are discussed at meetings throughout the year and feedback is taken. Annual surveys are also sent out to gain parent input in planning, review, and improvement of programs and supports. Our Title 1 team then reviews this input and looks for ways to better address any parent concerns or suggestions.

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:

Information about Title IA is reviewed/explained during new parent orientation, published, distributed and explained at curriculum nights, parent teacher conferences, PTA unit meetings, etc. Information is shared through weekly parent emails once a month. Title 1 events and our resources purchases are shared with parents throughout the year as they occur.

- ✓ 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)(C)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels:

The curriculum is made available via district and school websites. Accommodations are made for families without access. An annual assessment letter is sent home the first of the year and during enrollment anytime throughout the year. Quarterly reports are shared with parents detailing student achievement of district wide assessments (AIMSweb, NWEA, etc). MAP achievement levels are communicated via the Principal through the start of the school year communication and student individualized reports are sent home to parents.

- ✓ 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:

- ✓ Describes the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

The compact addresses attendance, behavior support, homework help, study habits, conversations with children about school, etc.

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

The compact articulates the mutual responsibilities between school and home for high levels of both academic and social/emotional/behavioral learning.

- ✓ 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 (required for elementary schools)
- ✓ 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 child.

Section 1116(e)(1)

Describe plans to provide assistance:

This communication occurs in letter (paper/electronic) form to parents, through personal communications with the school counselor, administrators, teachers, and with district administrative support.

- ✓ 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:

Various parenting nights occur and corresponding materials are provided for parents to support their children. Topics include curriculum, grade level learning standards, technology, MAP preparation, bullying, social/emotional well-being, etc. Family nights have been created to bring parents in to demonstrate best practices and to share activities they can use to assist their students in the areas of reading, math, and science. We also created parent check out bags so that parents can borrow resources (games, cards, dice, reading materials, etc) that they may not be able to purchase on their own. Resources are also sent home at the end of the year to assist our families in working with their students to prevent summer loss/decline of learning.

- ✓ 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:

Professional development is provided directly by the principal, counselor, reading and math specialists, teachers, and at times, other professionals.

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:

The school works with local law enforcement, mental health providers, Lee's Summit Cares, PTA, etc. to encourage parent participation in their child's education.

- ✓ 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:
 - ✓ Parents and family members who have limited English proficiency.
 - Parents and family members with disabilities.
 - ✓ Parents and family members of migratory children. *Section 1116 (f)*
- ✓ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

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.

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ✓ Enrollment
- ✓ Grade level
- ✓ Ethnicity
- ✓ Attendance
- ✓ Mobility
- ✓ Socioeconomic status
- ✓ Discipline
- ✓ Limited English Proficiency

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

Strengths:

Anecdotally, we know that our families seek a quality education and high levels of learning for their children. Our families also want their students to be safe and socially and emotionally well adjusted. We have a very diverse building composed of students from varying socioeconomic and cultural backgrounds. Student trend data does not show drastic demographic changes and our student attendance data remains consistently above 94%.

Weaknesses:

We are a large suburban elementary school addressing multiple issues often found in more urban settings. Some of the struggles we face are higher transient rates with our students, homelessness, students being raised by family members or in foster care, lack of proper nutrition, poor medical care, students/families in poverty, lack of mental health services, lack of early childhood involvement, and parents struggling with parenting skills.

If indicated, state need(s) identified pertaining to **student demographics**:

The needs of our school related to our student demographic weaknesses are more training for staff and resources for families in transition, additional supports through the transition to the MTSS framework for social/emotional/behavioral needs, continued medical resources for students and families, and connections made through educational specialists, social workers, counselors, and administration to assist families with housing and community resources.

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:

N/A

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

Strengths:

Prairie View Elementary evaluated academic programming and performance by analyzing local assessment data, demographic data, and MSIP 5, APR data (school), MAP achievement level summaries, demographic data and achievement gap data. Local assessment data includes: AIMSweb data, NWEA data, individual MAP results for students, and standards based progress reports. The group analyzed the at-risk incident rates, special education rates, transient rates of students, attendance rates, assessment data and the educational environment of our students over the past several years. A review of our 2019 MAP data shows that our students (both all students

and subgroup students) and on track to making achievement gains over time in both ELA and Math with our all students group exceeding the standards in this category in Math. There was no MAP given in 2020.

Weaknesses:

The 2019 data shows a decrease in the percentage of proficient and advanced students from 48.4% in 2018 to 45.5% in 2019 in ELA and from 41.5% in 2018 to 39.5% in 2019 for Math. There was no MAP given in 2020.

If indicated, state need(s) identified pertaining to **student achievement**:

Continued instruction using Collaborative Classrooms Curriculum and Greg Tang instructional strategies. Continue to analyze assessment data to put in place appropriate MTSS supports including SIPPS.

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:

There is consistent execution of district curriculum and grade level expectations as well as consistent ELA and math curriculum resources put into place across grades K-6.. There is consistent assessment practices across the district through the use of district FDOLs (Final Determination of Learning) through Standards Based Grading, AIMSweb benchmarking three times a year and NWEA in grades 2-6 three times a year, as well as the implementation of SIPPS resources. All K-6 students have district issued Chromebooks to enhance instruction in the classroom.

Weaknesses:

Our teachers are still learning the curriculum and the recent addition of the CCC ELA resources and Greg Tang math strategies. We also need to increase our focus on culturally responsive teaching due to our changing demographics/student needs.

If indicated, state need(s) identified pertaining to **curriculum and instruction**:

Continue to implement a response to instruction model that allows for regular progress monitoring of learning, including using MTSS supports with a focus on social/emotional learning and trauma sensitive teaching strategies.

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:

67 percent of Prairie View teachers that have earned tenure hold a Master's degree or higher in education. One hundred percent of administrators hold an Education Specialist degree or higher.

Weaknesses:

Low percentage of male teachers, male support staff, culturally diverse teachers, and culturally diverse support staff.

If indicated, state need(s) identified pertaining to **high quality professional staff**:

Continue professional development in behavior, social and emotional support strategies and trauma informed care as well as continue to expand the diversity of staff to more closely represent the student population.

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:

Parent "Love and Logic" classes are offered at PVE through Lee's Summit Cares to provide parenting information and support. Parent Content Based Nights are offered three-four times a year with a focus on Math, Reading, and Science.. PVE will continue the development of the "Watch DOGS" program to connect our students to positive, male role models within our community.. A food and clothing pantry has been made available for our PVE families. The pantry provides non-perishable (no glass) food items, clothes for infants through adults (male and female), shoes for all sizes, coats, diapers, socks, underwear, toys, etc.

Weaknesses:

We still see a limited number of parents, specifically our diverse families, who do not engage in these activities throughout the year.

If indicated, state need(s) identified pertaining to **family and community engagement**:

Continue to increase participation. Ensure families representing our student demographics are participating in opportunities to connect with the school.

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:

During the 2019-20 school year, PVE finalized a new mission of "At PVE, we teach, love, and Inspire (Each other to be our best selves)". This was completed with input from staff, students, and parents. Currently at PVE, our class sizes are well within standard for all grade levels. We are a Leader in Me School which provides opportunities for staff and students to lead, provide input, and participate on action teams that meet their interests and strengths. We follow the student discipline policy within the LSR7 Elementary Student Handbook.

Weaknesses:

Over the past few years, we have participated in surveys through both Leader in Me and MU's Safe and Civil School program. Analyzing this data has allowed us to see our staff and students' perspectives on our culture and areas that we need to continue to address specifically in common areas like the hallways, bathrooms, cafe, and playgrounds to ensure all students know the expectations and feel safe.

If indicated, state need(s) identified pertaining to **school context and organization**:

Needs identified for our school pertaining to school context and organization come from staff, student, and parent feedback through conversations, surveys, and reports such as the end of year, LIM, Safe and Civil Schools, and NEE surveys as well as the feedback from our Team Lee's Summit where staff satisfaction with governance is not high. Areas identified as needs for the 2021-22 school year are implementing early learner interventions for our kindergarten students, realigning to MTSS structure, providing professional development in culturally responsive teaching and restorative practices as well as continuing to improve school climate through analysis of the data and implementation of common area expectations and interventions.

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	Continue to implement content interventions.
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2	Meet the behavioral, social, emotional needs of students.
3	Continue to increase parent engagement.

SCHOOLWIDE PROGRAM PLAN

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)*

Federal Programs Plan Development	
Team Member	
Team Member Role	Team Member Name
Principal	Amy Fennewald
Assistant Principal	Jason Gross
Reading Specialist	Jessi Banker
Counselor	Erica VanNess
Special Education Teacher	Amy Phillips
Librarian	Traci Mattis
Classroom Teacher	Niki Kaiser
Classroom Teacher	Beth Osborne
Classroom Teacher	Sandy Baker
Classroom Teacher	Perri Harper
Classroom Teacher	Erin Dorrian
Classroom Teacher	Jamie Behrendt
Classroom Teacher/Parent	Casey Shields
Paraprofessional	Erin Wallace
Plan Development Meeting Dates (Indicate a meeting date for each plan)	
Meeting Date	03/09/2020
Meeting Date	05/18/2020
Meeting Date	08/24/2020
Meeting Date	10/12/2020
Meeting Date	05/11/2021
Meeting Date	TBD 08/2021

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
Title I School Improvement (a)	Dr. Kephart/Dr. Christy Barger	Associate Superintendent of Academic Services
Title I.D Delinquent	Mr. Andre Montgomery	Principal
Title II.A	Dr. Daniel/Dr. Lisa Janeway	Coordinator of Professional Development
Title III EL	Dr. Barger/Shelly Sanders	English Language Development Coordinator
Title III Immigrant	Dr. Barger/Shelly Sanders	English Language Development Coordinator
Title IV.A	Dr. Kephart/Dr. Christy Barger	Associate Superintendent of Academic Services
McKinney-Vento	Dr. Barger/Shelly Sanders	Assistant Superintendent of Equity and Student Services

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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 9 10 11 12	
<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 9 10 11 12	
<input checked="" type="checkbox"/> Communication Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 9 10 11 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 supplemental instruction services (check all that apply)

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

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

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

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

The information and procedures described will provide opportunities for consistent review of student data and effective instructional practices that help students meet the challenging Missouri Learning Standards. Our district, building, and Leader in Me practices also encourage student monitoring of their own learning goals and progress.

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

Description of how strategy/strategies will strengthen

Our building staff receive professional development on best instructional strategies and practices with high effect size per education research followed by building and district support during implementation. instructional best strategies with high effect size per education research.

- ✓ 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

Activities will (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

Strategies will be utilized during intervention blocks and during pre-teaching of the curriculum standards. Response to instruction, MTSS, and corresponding intervention resources will assist students in meeting individual goals.

Activities will (mark all that apply)

✓ **Improve 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**

✓ **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

Purchased curriculum and intervention resources to be used by teachers, specialists, and Title 1 certified teachers to meet the specific content deficits of our students. These resources are structured and contain an instructional plan and assessment pieces to assist our staff with best practice instruction/interventions.

- Activities to recruit and retain effective teachers, particularly in high need subjects**

Describe activities

- Strategies for 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)

- These program funds 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)
- 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
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Other State and Local services, resources, and programs

- State and local funds
- 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.