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School Level Plan Home

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

4140 COLEMAN ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

Schoolwide

Targeted

This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Annually, there is an all-school meeting held inviting families to learn more about Title I programming. Our school shares a current picture of where we are with data, areas of strength, areas of impact, and goals. We also share the School/Family Compact, Family Engagement Policy and ask for parent input. A copy is sent home with students in the newsletter also asking for parent input and to send back to school if they are unable to attend the meeting. Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

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 are invited to attend the annual school meeting and to participate in an annual survey. Information is also gathered from parents at every Family Night via survey.

- 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 give their input through the annual survey and through their attendance at the annual school meeting.

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.

Annual school meeting, shared at each Family Night, on the Coleman website, and in the Coleman Handbook.

- 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.

Information is provided annually through MAP reports to parents at Parent-Teacher Conferences so that teachers can explain the information as needed. District-wide assessments are shared with parents and explanations provided about what the assessment measures, areas of strength, and areas that the students are currently working on. Students are able to access these programs on-line at home. The curriculum is available on the school district website and information is conveyed to parents via newsletters from classroom teachers, through student report cards, and Parent-Teacher Conferences.

- 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)*

1. Make sure my child is in school daily. If my child is absent, I will communicate with the school and contact the teacher for work to complete when absent.
2. Check that homework is completed.
3. Monitor the amount of screen time my child has (tv, computer, etc.)
4. Make sure that my child gets a good night's sleep.
5. Volunteer in my child's school.
6. Be aware of my child's extracurricular time and activities.
7. Stay informed about my child's education by reading all communications from the school.
8. Attend my child's Parent-Teacher Conferences and participate in events at the school.

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

Our school is accredited through DESE via an Annual Performance Report. The data exhibited within the APR document provides evidence of a high-quality curriculum supported by research based instructional strategies.

School Responsibilities
Coleman and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -
 1. Retain highly qualified principals and teachers,
 2. Provide instruction, materials, and high-quality professional development which incorporates best practices, and
 3. Maintain a safe and positive school climate
- Hold annual parent-teacher conferences to -
 1. Discuss the child's progress/grades during the first quarter,
 2. Discuss this compact as it relates to the child's achievement, and
 3. Examine the child's achievement and any pending options at the end of the third quarter.
- Provide parents with frequent reports on their child's progress as follows -
 1. Monthly suggestions from the classroom teacher,
 2. Mid-quarter report sent home from the school, and
 3. Quarterly grade cards/reports sent home by the school.
- Be accessible to parents through -
 1. Phone calls or emails or person-to-person meetings,
 2. Scheduled consultation before, during, or after school, and
 3. Scheduled school or home visits.
- Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities as follows -
 1. Listen to children read,
 2. Help with classroom decorations, art projects, etc.,
 3. Present a program on your culture, a different country, etc., and
 4. Assist with holiday programs or parties, educational trips, etc.

Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- Issuing frequent reports to parents on their children's progress
- Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

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

- ☑ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

Parents receive quarterly grade cards and progress reports mid-way through each quarter. Parents in grades 2-6 can have access to their children's grades daily through the use of PowerSchool. Parents can communicate with their child's teacher as often as needed and information is provided monthly in classroom newsletters about the curriculum, what students are learning in the classroom and how parents can support learning at home. Information is available online about the curriculum and state standards.

- ☑ 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.

Materials are provided throughout the year to help parents support their children's learning. This is accomplished through newsletters, Family Night events, and Parent/Teacher Conferences. If parents need additional resources and materials, classroom teachers will provide the materials as requested.

- ☑ 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.

It is an expectation that classroom teachers and staff communicate with parents and provide support as needed. This can be done through a variety of ways, and teachers work to understand the best way to communicate with each family (phone call, email, face to face, etc). Parents are invited to participate in two parent-teacher conferences annually, as well as attend Family Nights and other events. Communication is two-way and either party can contact the other first if there are concerns or questions. If unable to reach parent, letters may be sent or home visits made. Teachers and staff receive professional development opportunities through out the school year that include communication and working with parents.

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.

Preschool is available across the district and parents are made aware of the annual date to screen their child for this program. Parents are encouraged and invited to volunteer at the school and to participate in various Family Night Activities, all of which have an educational component. Information is sent home weekly via a voicemail message to all families, weekly emails, and through social media. We have been able to start translating information into both Spanish and Chuukese, in addition to sending home information in English. This has been a great help to families.

- ☑ 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](#)

4140 COLEMAN ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

3/7/2023

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)

- Limited English Proficiency (Required)

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

Strengths:

•Coleman Elementary School received the gold award for PBIS implementation for the 22-23 school. Effective systems are in place to support the behavioral needs of students.
•Coleman continues to have a diverse enrollment:46.8% Caucasian, 15.9% Pacific Islander, 13.8% Black, 13.1% Multi-racial,6.4% Hispanic.

Weaknesses:

•Mobility in 2021-2022 was 34.4% . This is an almost 5% increase over the 21-22 school year. This has also impacted class sizes as some grade levels have grown by 10-15 students since the beginning of the year.
•Demographics: 118 students (33% of school population) receive ELD services. This is not considered a weakness, but it does impact student achievement.
•Student attendance continues to be a concern, especially in the lower grades (K-1). School attendance rate in 21-22 was 71.6%.

Indicate needs related to strengths and weaknesses:

•We will be adding 4 additional classroom sections (1st, 2nd, 3rd, and 5th) to accommodate growing enrollment.
•We will be adding an additional ELD teacher to support the learning needs of ELD students. This will increase our ELD FTE's to 3.
•Continue to work and partner with parents to increase understanding of the importance of regular school attendance.

Student Achievement

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

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

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

Strengths:

•Our i-Ready Math data showed a decrease in Tier 3 from Fall 2022 to March 2023 going from 45% to 25% and Tier 1 showed an increase going from 7% to 31%.
•iReady Reading data showed a decrease in Tier 3 from Fall 2022 to March 2023 going from 40% to 23%. Tier 1 showed an increase going from 21% to 46%
•In Lexia, we moved from having 14% of students working on grade-level material at the beginning of the year to 43% as of March 6, 2023.

Weaknesses:

•Our students still struggle with reading and comprehending on grade-level which impacts student's ability to be successful in ELA and Math.
•Our MAP results for students proficient and advanced showed an increase from 2021 to 2022 in Math moving from 28.7% Advanced/Proficient to 33.1%. A decrease was noted in ELA and Science.

Indicate needs related to strengths and weaknesses:

While we have shown growth in all areas, including reading, there is still more growth to be made. We will continue to support students through personalized support/plans and small group instruction in reading and math.

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:

District approved curriculum and resources that are aligned to the MO Learning Standards; offer 1 to 1 technology to all students in grades 3-6 and have classroom sets for K-2 that can be utilized for a variety of web-based programs that meet students at their individual levels; teachers participate in JEPD every other week along with quality professional development opportunities provided by the school district and teachers are developing individualized PD plans; Coleman provides a variety of intervention supports through RtI, Special Education, ESOL programming, Reading Interventions, a Math Interventionist and a Behavior Interventionist. . A new ELA curriculum was implemented during the 22-23 school year.

Weaknesses:

•Students performing below grade-level, especially in mathematics.
•Develop critical thinking skills.

Indicate needs related to strengths and weaknesses:

Support needed for teachers in how to utilize technology to support instruction in the classroom. Need to help students to be able to think critically when problem solving while being innovative. There is a continual need to develop new teachers.

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:

- All staff is highly qualified and holds a certificate in the area in which they teach.
- 43.2% of staff have advanced degrees.
- Average years of experience for certificated staff is 10.1 years.

Weaknesses:

- For the 2023-2024 school year, four new sections are being added to the school to meet increasing enrollment needs. To date, 4 international teachers have been hired to fill vacancies.

Indicate needs related to strengths and weaknesses:

Professional development has been provided in the areas of supporting student behavioral and emotional needs, understanding of i-Ready and Lexia data, PBIS, and 8 mathematical practices. We will continue with professional development in ELA/Math, and data analysis.

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:

Provide many opportunities for all families to be engaged with the school throughout the year. Events focus on education, how we teach these areas and how parents can help at home. We also hold a Multicultural event to showcase the diversity represented in our school. There are also opportunities provided for parents to come in to the classrooms during the school day to be a part of lessons, to volunteer, and participate in meetings involving their child/children. We have a website that is kept current, a Facebook account to highlight events, and a weekly Sunday night phone call and email to all families and staff. We have a full-time school nurse who not only provides for student's healthcare needs, but provides lessons on hygiene, brushing your teeth, a healthy lifestyle, and changes your body goes through as you get older.

Weaknesses:

We have a small population of families that are engaged and participate in the variety of events offered.

Indicate needs related to strengths and weaknesses:

Continue to work to engage additional families and find ways to support and communicate with ELL families. Provide support through the Attendance Interventionist to identify needs of families to increase student attendance and engagement.

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:

Avg Class size is 18-27 students. PBIS ensures that we have a consistent language and process in place when it comes to student discipline and supporting student behaviors. We are working to implement Tier 1, 2, and 3 with fidelity. Recent TFI results from March 2023, shows that we have implemented Tier 1, 2, and 3 with 100% fidelity. We are continuing to work and refine our processes to best support the needs of our students. We also received the Gold Award from DESE for our implementation of PBIS practices. Our school has a Leadership Team that meets monthly to make decisions about organizational and instructional aspects of our school. There is a system in place to promote shared leadership and opportunities for all staff to be involved. All staff work to ensure that we educate the whole child.

Weaknesses:

We saw a decrease in our students' Gallup Poll results as completed by our 5th and 6th grade students in the areas of hope.

We continue to demonstrate a need to provide students with lessons on problem solving/conflict resolution.

Indicate needs related to strengths and weaknesses:

Our school feels that it is important to work on teaching students' social skills, specifically conflict mediation, problem solving, and communication skills.

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 implementation of schoolwide PBIS and Tier 2 Interventions of Check In/Check Out and Small Social Skill Groups.
2. Increase students' ability to problem solve in math through means of differentiated instruction as measured by iReady Math Diagnostics.
3. Continue to show reading growth through small group instruction, whole group instruction, and use of online programming as measured through Lexia and iReady.
4. Teach weekly social skill lessons through the implementation of the Olweus Bully Prevention Program and targets lessons identified through the Gallup Poll.
5. Implement Makerspace that students will access weekly.
6. Continuation of established MTSS process beginning with teaching Tier 1 instruction with fidelity to supporting students through interventions at Tier 2 and Tier 3

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4140 COLEMAN ELEM.

SCHOOLWIDE PROGRAM

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

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

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

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> 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 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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"/>
3	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input checked="" type="checkbox"/> Other <input type="text" value="ESOL para & BI"/>	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 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text" value=""/>	<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"/>
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<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Students participate daily in instructional lessons that are designed to meet their educational needs. In addition to these lessons, students participate in RtI, receive small group and guided reading instruction in reading and math as needed and utilize online programming.

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

Description of how strategy/strategies will strengthen

The opportunities provided are differentiated and prescriptive to meet the students' needs based on data collected. Staff will develop their own professional development plans based on their needs to grow and support students.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Through the use of RtI, students are provided opportunities to extend their learning. Students also participate in GATE (Gifted and Talented) if qualified. All students are provided opportunities to participate in PE, Music, and Art weekly along with 6th graders being able to participate in Band and Strings.

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

Blended Learning opportunities in ELA and mathematics, technology, Inclusive practices, Implementation of MTSS process, Makerspaces, PBIS, and personalized learning.

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

Administrators, district staff (curriculum coordinators), peers, webinars, and online opportunities.

Professional development activities that address the prioritized needs

Describe activities

Professional development has been provided in the areas of supporting student behavioral and emotional needs, understanding of i-Ready and Lexia data, PBIS, and 8 mathematical practices. We will continue with professional development in ELA/Math, and data analysis.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

New teachers will participate in the New Teacher Institute; various professional development opportunities, SJSJ Externship Program, and other learning opportunities.

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

Describe activities

Students entering kindergarten have opportunities to attend SJSJ preschool, Head Start. We provide opportunities for students to participate in Parents as Teachers.

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

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Current User: DESEPUBLIC