

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

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

4040 EDISON 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. Parents may obtain a copy from their building throughout the year. Input from parents will be asked for during the annual evaluation.

- 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.

Information is also gathered from parents at Family Nights and other family involvement events. Parents serve and are active participants in PTA and other family involvement events.

- 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 (held in PTA 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 annually during a Parent/Family Involvement Night, on the Edison website, and in the Edison 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 to parents 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 they are in school every day possible.
2. Check that homework is completed.
3. Monitor the amount of screen time my child has (tv, computer, etc.)
4. Volunteer in my child's school.
5. Be aware of my child's extracurricular time and activities.
6. Stay informed about my child's education by reading all communications from 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
Edison 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 done 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). All classroom teachers send home a weekly communication with parents via either Friday Folders or Monday Memos. 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.

Information is made available to parents about the school and other community resources. 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.

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

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

Optional additional assurances

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

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

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

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

4/6/2023

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:

?ODRs did not decrease, but our suspensions have continued to drop due to our regulation room, the addition of a behavior interventionist and the MTSS team.
22-23 44 suspension days
?In our implementation of PBIS, we earned the silver award for 21-22.
?In our implementation of PBIS, we earned the gold award for 22-23.

Weaknesses:

Mobility: Enter 48, Exit 33
?Demographics: Edison has a very diverse population, with approximately 10 languages spoken. This impacts our building greatly.

Indicate needs related to strengths and weaknesses:

* We have a need for interpreters to help with communication with ESOL families.
* Continued implementation of PBIS.

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:

Strengths: Edison continues to show growth in reading and math through our iReady scores.

Weaknesses:

Grade	BOY % Tier 1	Reading/Math	EOY % Tier 1	Reading/Math
Kindergarten	5/11		79/67	
1st Grade	8/11		72/64	
2nd Grade	18/5		68/53	
3rd Grade	24/5		47/42	
4th Grade	26/26		37/42	
5th Grade	15/8		37/39	
6th Grade	24/17		38/48	

Indicate needs related to strengths and weaknesses:

Earned 56.6% of points in the 2022 MSIP in performance
Earned 50% of points in the 2022 MSP in continuous improvement

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; Edison provides a variety of intervention supports through RTI, Special Education, ESOL programming, Reading/Math Interventions and a Behavior Interventionist.

Weaknesses:

Technology in the classroom to support instruction.
Critical thinking
Grit/Growth Mindset
Math

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. Also need support in Math Instruction and helping students persevere through challenging problems or questions.

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. High retention of staff between 22-23 and 23-24 school years. All classroom teachers retained.

Weaknesses:

Multiple classrooms will be added to the building but staffed with highly qualified teachers.

Indicate needs related to strengths and weaknesses:

Professional development has been provided in the areas of PBL, critical thinking strategies, lesson design and implementation (via learning rounds), Math, use of i-Ready and Lexia, and introduction to Conscious Discipline and Trauma. This will continue during the 2023-24 school year.

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 and how we teach those areas. We hold a family night focused on helping parents to better understand student assessments and how they can help at home. We have a website that is kept current, a Twitter and Facebook account to highlight events, and ParentLink phone calls and emails 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. In the 2022-2023 school year we implemented K-2 Literacy Night.

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.

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:

Implementation of PBIS and achieving the Bronze Recognition Award (Implementation of Tier 1 with Fidelity). PBIS ensures that we have a consistent language and process in place when it comes to student discipline. We are currently working on Tier 3. Our school has a Leadership Team that meets monthly to make decisions about organizational and instructional aspects of our school. We were awarded the silver award for Tier 2 implementation. We also have a full MTSS team that looks at data and determines appropriate interventions for students. There is system in place to promote shared leadership and opportunities for all staff to be involved. All staff work to ensure that "Educate each child for success" (the SJSJ mission) as we educate the whole child. We have applied for Gold recognition for the 22-23 school year.

70% on the Engagement Index as measured by the Gallup, with an increase from 3.92 to 4.22.
An increase from 3.12 to 3.80 in the Social-Emotional Learning as measured by the Gallup.

Weaknesses:

40% on the Hope Index as measured by the Gallup, with a minor decrease from 4.04 to 3.99.

Indicate needs related to strengths and weaknesses:

Our school is learning about and will spend time focusing on having a growth mindset, grit/perseverance, and how to instill that idea within our students. We talk daily about meeting goals we set. Next year, we will continue the work with the "Learning Pit."

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 show reading and math growth through small group instruction, whole group instruction, and use of online programming as measured through Lexia and iReady.
2. Continue PBIS.
3. Continue to decrease office referrals through implementation of PBIS. Explore additional programming to support social and behavioral growth.
4. Learn about Zones of Regulation, self-regulation, and other strategies for traumatized and/or escalated students.
5. Increase parent engagement and mentor programs
6. Improve communication with ESOL families through use of translators and the Language Line.

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

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 SW, BI, Math Para and Homi	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 checked="" type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

<input checked="" type="checkbox"/> Grade Levels	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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"/> 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

Home School Liasion, Positive Behavior Interventionist, Social Worker

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

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 instruction in reading and math as needed, receive small group guided reading instruction (K-2), utilize online programming, and can participate in available tutoring.

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

Description of how strategy/strategies will strengthen

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

Professional development opportunities will meet the needs identified by teachers. These needs include: Workshop Model, K-2 UFLI, 3-6 Ellen Keene Literacy Studio, critical thinking, innovation, lesson design and implementation, Olweus, Social Emotional Learning and Zones of Regulation.

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 opportunities will meet the needs identified by teachers. These needs include: Workshop Model, K-2 UFLI, 3-6 Ellen Keene Literacy Studio, critical thinking, innovation, lesson design and implementation, Olweus, Social Emotional Learning and Zones of Regulation.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

New teachers will participate in the New Teacher Follow-Up/Support; various professional development opportunities, regular meetings with building administration and a variety of other learning opportunities that are offered.

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 SJSD preschool if they qualify or Head Start. We provide opportunities for students to participate in Parents as Teachers, Kindergarten Club, and Summer School for incoming kindergarten students.

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: william.bechtel@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education