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

4180 HOSEA 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, parent involvement surveys and evaluations are distributed to all parents/guardians. The feedback is then gathered, and the data/feedback is used to revise/develop the plan.

Principal
Assistant Principal
Teachers
Parents
Reading Teachers
Special Ed. Teacher

- 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 participate in two surveys, the "Title 1 Parent Evaluation" and the "Parent Involvement Needs 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 semester surveys and the information is dissected by all staff to make changes to the policy. Parents also can call the school anytime or email the school anytime to give their feedback on suggested changes.

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.

Back to school night meetings, shared at each Family Night, on the Hosea website, and in the Hosea 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 during the Back to school Night. Parents meet with their child's teacher to discuss curriculum expectations, and assessments. MAP reports are made available to parents annually when the district receives reports from DESE. 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 during Parent/Teacher Conferences. The curriculum is available on the school district website for all to see.

- 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
Hosea 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 can receive information about their student's upcoming expectations for the year at the Back to School Night in the beginning of the school year. Parents receive quarterly grade cards and progress reports mid-way through each quarter. Parents of children in grades 2-6 have access to their children's grades at any time through the use of PowerSchool Parent Portal. Parents can communicate with their child's teacher as often as needed. 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.

Parents are provided opportunities to help their student to improve achievement. This is accomplished through newsletters, Family Night events, and Parent/Teacher Conferences. The school also provides login information for students to work on district resources such as iReady and Lexia at home. 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.

Classroom teachers have various ways of communicating with parents. During staff meetings, teachers and administrators discuss ways to reach out to and communicate with parents. Teachers work to understand the best way to communicate with each family (phone call, email, face to face, etc). Family Involvement Coordinator provides monthly newsletters. 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.

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.

A Parent Resource Center is set up inside the front doors of Hosea that provides information 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

3/29/2023

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:

Total Enrollment: 437
Grade Level Enrollment: K(81), 1(89), 2(72), 3(59), 4(62), 5(75)
Demographic 22': Black(2.30), Hawaiian/Pacific Islander(3.10), Hispanic(15%), Multi-Race(9.30), White(69.40)
22/23 Current Attendance: 76%
Free and Reduced Lunch Status: 100%
Discipline: * from 22'
Limited English Proficiency: 82 students (18.8%)

Hosea has improved implementation of PBIS Tier 1 behavioral practices.
Hosea has a comprehensive counseling program that includes career education.
Hosea has access to a CAP worker to assist families with food and needs outside of the educational day.
Hosea will have an interventionist working at each grade level to support students in all subjects and behaviorally when appropriate.
Hosea has a staff that is growing in years of experience. We have been able to maintain quality staff.
Hosea's discipline logs have decreased this year from 2286 total logs to 1409 logs. This includes major and minor logs.

Weaknesses:

Attendance: Engaging families in the importance of attendance is still a challenge. We have been hot lining at 10 days and referring students to the prosecuting attorney at 20 days. This year we have improved about 10% in attendance from this time last year. We have about 3 weeks left of school and we hope to see that number increase.

Indicate needs related to strengths and weaknesses:

-Hosea Elementary has partnered with community organizations to offer students the following free services on site:
-Family Guidance child psychiatrist w/case workers
-Second Food Harvest Bank Backpack Buddies program
-Part time elementary social worker
-2 Counselors

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 building is working to implement differentiation for mathematics and ELA (Math and ELA workshop). We are supporting student needs through the MTSS process. We offer an interventionist for Math and ELA in K-4 grade levels with an interventionist supporting in 5th as well.

for Special Education this year after running the MTSS process. This shows our processes to help students are working.

Weaknesses:

Our students still struggle with getting to school ready by reading and comprehending on grade-level which impacts student's ability to be successful in ELA and Math.

Reading

From benchmark 1 - 3

22-23: 13% Proficient to 34%

21-22: 12% Proficient to 44%

Math

22-23: 8% On Grade Level to 27%

21-22: 5% On Grade Level to 33% Proficient

We showed a decrease in our diagnostic scores this school year in comparison to the prior school year. We also sent 55 students who are from our higher achieving attendance area to a neighboring school, changing our data comparison. This year will be a baseline year for us again.

Indicate needs related to strengths and weaknesses:

We need to continue to address individual needs through differentiation. We need to continue to implement the workshop model in Math and ELA as well as revise our processes for guided reading to ensure it is the most effective. Hosea will really look at phonics and the literacy model next year to improve our classroom practices. We will also guarantee implementation of Tier one math implementation through iReady as a goal to improve student achievement for next year.

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 area aligned to the MO Learning Standards
Offer 1 to 1 technology to all students in grades K-5 and have a classroom.
Teachers participate in JEPD Biweekly to receive quality professional development opportunities provided by the school district.
Hosea Elementary provides a variety of intervention support through RtI, Special Education, ESOL programming, Reading Interventions and Math Intervention.

Weaknesses:

We still need more time for collaboration. We have been looking at benchmarks our district uses for Reading and Math and are aligning it to make sure the data that we are using for instruction really is impacting our teaching.

Indicate needs related to strengths and weaknesses:

Continue to implement differentiation to meet student need in mathematics, ELA and science. Additional supports in technology would be appropriate as well.

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.

Weaknesses:

Hosea still has about 5 new staff members joining our team. We continue to have concerns with teacher retention.

Indicate needs related to strengths and weaknesses:

Professional development has been provided in the areas of, critical thinking strategies, use of I-Ready and Lexia programs. This will continue during the 2023-2024 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, how we teach these areas and how parents can help at home. There are also opportunities provided for parents to come into 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 to disseminate information, a Facebook page, and a Twitter account to highlight events. We have two full-time school nurses who not only provide 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. We also have a part time social worker and we have a CAP worker to support families at home away from school.

Weaknesses:

Family participation is lacking 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 Hosea 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:

Hosea has a strong leadership team and a strong PLC. Many leaders in the building are able to lead in a variety of different areas. Opinions of staff are valued and lead to change in the building.

Weaknesses:

From the Gallup Poll, students need to grow in the area of Hope.

Indicate needs related to strengths and weaknesses:

Our staff will continue to work to provide opportunities for college and career education with a focus on student interest.

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	1. Hosea will increase the proficiency of students in the area of Math and Reading by 5% and will continue to research, purchase new updated math curriculum and items of support. 2. Hosea will create teams to support the professional development of staff in all academic areas. 3. Hosea will increase parent communication through increased use of technology, Friday folders, phone calls and emails.
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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 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 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 checked="" type="checkbox"/> English Language 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 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"/> 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"/>
5	<input checked="" type="checkbox"/> Other <input style="border: 1px solid black; padding: 2px;"/> Behavior Interventionist	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 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"/> 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

Family Involvement Coordinator

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 instruction in reading needed, receive small group guided reading instruction (K-5), utilize online programming, and can participate in available tutoring. Students also have access to district translators and a translation line.

- 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.

- 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. All students are provided opportunities to participate in PE, Music, and Art. Students are also offered opportunities to extend their learning through individualized learning platforms. (iReady / Lexia).

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 through the PDC, but we as a school will give professional development opportunities to teachers in the areas of the literacy studio, phonics and LETRS training. We will continue to improve our PD in the area of data analysis as well.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

Professional development activities that address the prioritized needs

Describe activities

Staff will receive professional development in areas of PBIS, Literacy and Mathematics.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

In 23-24, Hosea will continue to have mentors for 2nd year teachers and will provide them with time for collaboration and opportunities to shadow mentors. These teachers will also have access to advisors that will work with them and give them feedback on their teaching and learning implementation.

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, 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.

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District/LEA Comments

DESE Comments



Email: william.bechtel@dese.mo.gov

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