

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

School Level Plan Home

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

4260 LINDBERGH 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.

There is an annual 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. The fall parent needs assessment is an opportunity for parents to share insight on events and suggestions for improvements. We also share the School/Family Compact 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. The parent and family engagement policy is also distributed at the annual meeting and sent home with the newsletter. Parental input and recommendations are asked for annually. It is available online or upon request at any time.

- 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. Parents serve and are encouraged to participate on the Family Involvement Cadre/PTA.

- 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. Parents will remain involved throughout the year during committee meetings building communication through newsletters and surveys.

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.

Parents will be provided information about our Title 1.A program through our annual school meeting, at each Family Night, on the Lindbergh website, and in the Lindbergh Handbook. Communication will take place through various newsletters, memos, phone calls, and social media.

- 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.

Lindbergh Elementary teachers will set school standards and expectations. Together Lindbergh Elementary teachers and parents of students share responsibility to support academic success.

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
Lindbergh 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.

Teachers, as well as building level administration, will communicate information through our website, newsletters, informative unit letters addressing learning standards and assessments, student data tracking and growth reports, directions for use of assessment platforms, and family involvement activities.

- 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.

Staff will communicate activities and tasks parents can become involved in to better understand their student's learning. Staff will provide materials in the form of reading books, games, and manipulatives to assist with learning. Descriptive activity sheets will be provided to develop parent understanding of standards to help their child improve learning with outcome based objectives.

- 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.

Teachers will learn through professional collaboration ways to communicate with parents to increase parent partnerships for learning accountability, avenues to use technology to keep parents informed and connected to student learning, and opportunities to gain involvement of parents in the school setting.

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 Lindbergh 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. Our family involvement coordinator will communicate with parents and continue to build partnerships within the community for family support to address their needs.

- 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](#)

4260 LINDBERGH 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

5/2/2023

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:

Assessment platform of ELA iReady, Math iReady, and Lexia to identify student learning needs for individualized learning improvements. MAP data is disaggregated according to student demographics, as well as analyzed to identify trends and student needs to improve learning.

Weaknesses:

Mobility Rate
Attendance
Positive Behaviors
Learning Gap upon entering kindergarten

Indicate needs related to strengths and weaknesses:

- Implementation of PBIS to support positive behavior expectations
- Building attendance plan for monitoring, meeting with families, and motivating students to increase 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:

Students participating in our Multi-Tiered Systems of Support (MTSS) services continue to show growth in reading and math.

Weaknesses:

A large percentage of student begin their educational career in kindergarten at a lower academic level based on a kindergarten assessment. The gap between student proficiency level and grade level proficiency remain a challenge for student access to mastering grade level learning standards. A population of students at each grade level have been identify as students with special needs requiring an Individual Education Plan. Class size reduction teacher is needed to increase student achievement.

Indicate needs related to strengths and weaknesses:

Multi-Tiered Systems of Support (MTSS)
Supplemental Reading Services
Olweus Bully Prevention training
Family Involvement Coordinator
ESOL Services
Special Education Services
Counseling Services
Family Guidance counseling and intervention plan services
Summer School Programming
Missouri Western State University Partnerships, Math Methods students
Business Partnerships
Building Attendance Plan & Attendance Interventionalist
Technology implementation 1 to 1 K-5
Lexia reading support school and home use
iReady Reading and Math individual learning paths
Positive Behavioral Interventions and Support Program (PBIS)
Community Action Partnership (CAP)

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:

-Rigorous resources aligned to district develop curriculum aligned to Missouri State Standards
-Professional Development aligned to higher order critical thinking practices (Project Based Learning, 4 C's, Co-teaching)
-Instructional practices consisting of gradual release, whole group, collaborative learning, small group Response to Intervention
-Instructional strategies for social emotional competency
-Framework for understanding social emotional capacity

Weaknesses:

Consistent practices of new teaching practices that increase student critical thinking.

Indicate needs related to strengths and weaknesses:

-Learning Rounds professional development
-Lesson Study professional development and practice
-Collaborative discussions with professional feedback for instructional growth
-Social emotional learning for addressing the whole child for educational growth

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:

-Professional development
-Teacher mentoring in years 1-2
-Success Cadre for new staff years 1-2

Weaknesses:

Staff retention rate

Indicate needs related to strengths and weaknesses:

-Professional development opportunities
-Mentor program
-Success Cadre
-Collaborative data analysis, strategic planning, and plan implementation feedback

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:

-Staff work diligently to communicate with parents in written form and social media outlets.
-Staff work diligently to involve parents in the educational learning through review work sent home.
-Staff work diligently to collaborate and develop events with the family involvement coordinator which will create excitement to increase parental attendance at events.
-Staff work diligently to share educational knowledge of how their children learn and developmentally appropriate task to improve student growth.
-Staff collaboration for the SJSJ Character Trait Education to enhance student social and emotional needs. The program consists of monthly recognitions, awards, and a breakfast with students and their families. Positive affirmations are displayed throughout the building and the Kindness Pledge is included on daily morning announcements. Positive student behaviors are rewarded with "Sky Bucks" that are incorporated with our PBIS store. Lindbergh has a team of school and community support for our students and families. We have two full time Counselors, Attendance Interventionalist, Behavior Interventionalist, Family Involvement Coordinator, full time substitute teacher, part time Family Guidance Caseworker, and part time Community Action Partnership Coordinator (CAP).

Weaknesses:

Students connecting learning to home through family communication.

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:

-School mission and vision is visible in teacher actions, lesson planning, lesson design, and lesson delivery
-Teachers, students, and families build relationships for a positive climate and culture

Weaknesses:

-Student population has social emotional needs
-Student population demonstrates behaviors for positive modeling interactions and teacher support

Indicate needs related to strengths and weaknesses:

- Reading and math interventionists (K, 1, and two 2nd-5th)
- Family Involvement Coordinator
- Social Emotional Supports Partnerships

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. Increase students' ability to problem solve in math through means of differentiated instruction as measured by iReady Number and Operations growth. This will be supported with Supplemental Staff including Class size reduction Teacher and Behavior Interventionist.
2. Continue to show reading growth through small group ELA instruction, whole group ELA instruction, and use of online programming as measured through Lexia and iReady.
3. Family Involvement Coordinator will increase Parent outreach and communication.
4. Grow and improve mentoring program to support students that have chronic and excessive absenteeism. Tier 2 Check & Connect.
5. Decrease office referrals through implementation of PBIS. Explore additional programming to support social and behavioral growth.
6. Continue to use the Go-To Strategies and implement Language Objectives.
7. Develop a leadership program for students, i.e. student ambassadors.

Schoolwide Program [Hide](#)

4260 LINDBERGH 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 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 type="text" value="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 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 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**

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

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

Description of how strategy/strategies will strengthen

- 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 MTSS, 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.

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: PBL, 4 C's, innovation, growth mindset, technology, personalized learning, ELL strategies and language objectives.

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

Staff will receive professional development on personalized learning plans for students (using data to set goals with students), 4 c's, Blended Learning, 8 Mathematical Practices, PBIS, technology and teacher development with critical thinking and academic monitoring.

- Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

New teachers will participate in the New Teacher Bootcamp; various professional development opportunities, SJSJ Edcamp, SJSJ Externship Program, and a variety of 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, Kindergarten tutoring, 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.

School Level Plan Home Print Cancel Print Mode

District/LEA Comments

DESE Comments

Email: william.bechtel@dese.mo.gov

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