



District/LEA: 011-082 ST. JOSEPH Year: 2023-2024

Funding Application: Plan - School Level - 4420 PICKETT ELEM. Version: Initial Status: Submitted

Number Name

Select District

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 Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4420 PICKETT 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 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 surveys. Parents serve and are active participants in the Pickett 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 Pickett website, and in the Pickett Handbook. Communication will take place through various newsletters, memos, phone calls.

- 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.

MAP reports are sent home to parents within 15 days of receiving student reports. Information and data is shared with parents annually at Parent-Teacher Conferences so that teachers can explain the information as needed including MAP results, data from district wide assessments, and common formative assessments. 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)*

Monitor homework and attendance.
Get children to school every day on time.
Keep in touch with the school instead of waiting until a problem arises.
Attend Parent/Teacher Conferences.
Participate in school activities.
Monitor the amount of screen time my child has (tv, computer, etc.)
Volunteer in my child's school.
Be aware of my child's extracurricular time and activities.
Stay informed about my child's education by reading all communications from the school.
Participate in decisions relating to the educational, physical, and emotional needs of their children.
Voice concerns to school personnel in an honest, respectful manner.

Pickett Elementary teachers will set school standards and expectations. Together Pickett 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.

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

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - Issuing frequent reports to parents on their children's progress
 - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

BUILDING CAPACITY FOR INVOLVEMENT

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

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

Describe plans to provide assistance.

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

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

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

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

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

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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

5/3/2023

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:

? Since Covid, Pickett's attendance was greatly affected during the 20-21, 21-22, 22-23 school years. In previous years attendance is normally an area of strength with 91.9% of students attending 90% or more of the time during the 2019-20 school year. Pickett's attendance has increased this year to 84.19%.

? Class size average is between 18-25 for all grade level classrooms K-6. We offer 2 sections per grade in K-6.

? Discipline: Our PBIS implementation is solid. We have a strong Tier 1 and Tier 2 PBIS team and implementation of strategies for intervention.

? 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.

? 2 students of our population identified as Families in Transition.

? Demographics: Pickett Elementary is part of the CEP (Community Eligibility Provision) and provides free meals to all students in our school.

Weaknesses:

?Discipline: Discipline: During the 2022-2023 school year, we had 512 log entries in PowerSchool as compared to 389 log entries office referrals in the 2021-2022 school year. Office referrals increased this year. Our PBIS implementation is solid. We have a strong Tier 1 and Tier 2 PBIS team and implementation of strategies for intervention.

?At-risk students continue to require alternative interventions including PBIS Tier II interventions and mental/behavioral health services.

Indicate needs related to strengths and weaknesses:

? Continued implementation of PBIS to support positive behavior expectations

? implementing a building-wide attendance program, creating individual attendance plans for students as needed, 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.

? Our attendance has been consistently over 90% and individual student growth has occurred in all grade levels in pre-Pandemic years. Attendance is improving, SY 21-22 attendance was 79% which has been impacted by COVID and SY 22-23 attendance is 84.19%.

? Our i-Ready ELA data showed an increase in student achievement in reading for Fall of 2022 to May 2023. During that time the number of students on the Reading Diagnostic increased from 9% of students at mid grade level of above to 29% of students. Students scoring at Early On Grade level increased from 14% on the Fall 2022 Diagnostic to 19% on the Spring 2023 Diagnostic. The number of students scoring at one grade level below decreased from 47% on the Fall Diagnostic to 34% on the Spring Diagnostic. We moved 9% of our students from 2 grade levels below from 20% on the Fall Diagnostic to 11 percent on the Spring Diagnostic. In the Fall 2022 Reading Diagnostic 11% of our students scored 3 or more grade level below on and 6% of students scored 3 grade levels or more below on the Spring Diagnostic. The median progress toward typical growth was 114%. While 55% of our students met stretch growth.

? Our i-Ready Math data showed an increase in student achievement in reading for Fall of 2022 to May 2023. During that time the number of students on the Math Diagnostic increased from 4% of students at mid grade level of above to 24% of students. Students scoring at Early On Grade level increased from 12% on the Fall 2022 Diagnostic to 21% on the Spring 2023 Diagnostic. The number of students scoring at one grade level below decreased from 49% on the Fall Diagnostic to 40% on the Spring Diagnostic. We moved 17% of our students from 2 grade levels below from 24% on the Fall Diagnostic to 7% on the Spring Diagnostic. In the Fall 2022 Reading Diagnostic 12% of our students scored 3 or more grade level below on and 7% of students scored 3 grade levels or more below on the Spring Diagnostic. The median progress toward typical growth was 92%. While 21% of our students met stretch growth.

Weaknesses:

? Vocabulary and comprehension of text remains to be the lowest area in grades 1-5.
? Our students still struggle with reading and comprehending on grade-level which impacts student's ability to be successful in ELA and Math.

Indicate needs related to strengths and weaknesses:

? While the majority of individual students have shown growth in all areas, including reading, there is still more growth to be made. We will continue to support students through personalized support/plans and small group instruction in reading and math.
? Multi-Tiered Systems of Support (MTSS)
? Supplemental Reading Services
? Professional learning of Conscious Discipline practices
? Olweus Bully Prevention training
? Family Involvement Coordinator
? ESOL Services
? ,Special Education Services
? Counseling Services
? Family Guidance counseling and intervention plan services
? Summer School Programming
? Business Partnerships
? Building Attendance Plan
? 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)

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:

Data has been collected, retained, and analyzed regarding each of the following factors of curriculum and instruction at the school. District approved curriculum and resources that area 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; Pickett provides a variety of intervention supports through RtI, Special Education, ESOL programming, and Reading Interventions. Interventionists will be utilized for reading and math instruction.

Weaknesses:

-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:

-All staff is highly qualified and holds a certificate in the area in which they teach.
-Average years of experience for certificated staff is 10 years.

Weaknesses:

?For the 22-23 school year, only 20% of the Pickett certified teachers hold advanced degrees.

Indicate needs related to strengths and weaknesses:

Professional development has been provided in the areas of PBL, critical thinking strategies, PBIS, and use of i-Ready/Lexia. This will continue during the 2022-2023 school year. The focus of PD for SY23-24 will be on ELA teaching to the standards with an emphasis on critical thinking strategies and increasing the rigor of instruction and assessment to match the level of state standards. Interventionists will work with students to provide remediation in Reading and math. Our dIstrict and building will focus on clarity of learning, teaching to the standards, and 3D Coaching for SEL with an emphasis on ELA.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Provide many opportunities for all families to be engaged with the school throughout the year. Events focus on education, how we teach these areas and how parents can help at home. We hold Math and Literacy family events. Opportunities are also 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 that is kept current, a Facebook page, and monthly school newsletters 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.

- 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 tasks to improve student growth.

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 Pickett 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:

Average class size was 18 -25 students. Implementation of PBIS and receiving Gold Recognition in May 2023. PBIS ensures that we have a consistent language and process in place when it comes to student discipline. Our school has a Leadership Team that meets monthly to make decisions about organizational and instructional aspects of our school. There is a system in place to promote shared leadership and opportunities for all staff to be involved. All staff work to ensure that "Educate each child for success" (the SJSJ mission) as we educate the whole child. Our 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:

Based upon our Gallup Scores this year students have hope for the future and are engaged in school. Student population has social emotional needs.

Indicate needs related to strengths and weaknesses:

Our school continues to learn more about the MTSS process and how we can best meet the needs of all students.
Reading and math interventionists (2 Reading Interventionists and 1 ½ Math Interventionists)
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.
2. Continue to show reading growth through small group instruction, whole group instruction, and use of online programming as measured through Lexia and iReady.
3. Grow and improve a mentoring program to support students that have chronic and excessive absenteeism.
4. Decrease office referrals through implementation of PBIS. Explore additional programming to support social and behavioral growth.
5. Provide additional support to students receiving PBIS Tier III interventions.
6. Study and implement researched based instructional strategies and practices.
7. Study and learn about clarity for learning, learning

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 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 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"/>
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 type="checkbox"/> Other <input type="text"/>	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"/>

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"/>	<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

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 all students, 3-6 as needed), 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

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: SY2023-24 ELA emphasis with learning standards, Clarity for Learning, RtI, Data Cycles, MLS, growth mindset, technology, and increasing rigor. Small group instruction and student goal setting will be incorporated in classrooms by classroom teachers and interventionists.

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, Clarity for Learning, technology and teacher development with critical thinking, academic monitoring, and clarity of learning.

Staff will receive professional development on personalized learning plans for students (using data to set goals with students), IReady Classroom, innovation, and increasing rigor.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

New teachers will participate in the New Teacher Exploratorium; 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 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

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