

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](#)

3050 TRUMAN MIDDLE

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.

We will be holding a meeting to inform families about the Title I programming. We will show data that will highlight areas of strength, areas of need and goals. We will also have available the School/Family Compact and share with students if families are unable to obtain a copy that night. Plan is developed with parent and community involvement including teachers, principals, and administrators. The team is charged with developing a comprehensive plan to reform the school's total instructional program.

Landi Quinlin - Principal
Kendra Hodgin - Asst. Principal
Kirstin Muller - Counselor
Kelly Bristol - Social Worker
- Math interventionist
Joyce Clark - Reading Interventionist
Family Involvement Coordinator - Chrystal Wilkinson
Attendance Interventionist - Chelsey Sollars
Behavior Interventionist - Sarah McLaren
Leadership Team

The Building Leadership committee meets periodically throughout the school year to look at the CSIP, student data and to devise the next steps. They are a monitoring center to ensure that we are on course with the CSIP.

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. First meeting will be held at Truman Middle School on the back to school night in the fall of 2023

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 surveys and through their attendance. The surveys are evaluated in the Spring and recommendations made to update new plan for the following year.

The school provides parents of participating children:

Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Annual school meeting on the back to school night, on the website, and in the Handbook.

A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

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

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.
Parents will contact the school in the event that the student will be absent.
Keep in touch with the school instead of waiting until a problem arises.
Attend Parent/Teacher Conferences.
Participate in school activities.
Participate in decisions relating to the educational, physical, and emotional needs of their children.
Voice concerns to school personnel in an honest, respectful manner.

- 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
Truman and its staff will:

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

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

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

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

BUILDING CAPACITY FOR INVOLVEMENT

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

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

Section 1116 (e)(1)

Describe plans to provide assistance.

Parents receive quarterly grade cards and progress reports every 3 weeks throughout each quarter. Parents 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. 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 receive quarterly grade cards and progress reports every 3 weeks throughout each quarter. Parents 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. Information is available online about the curriculum and state standards.

- 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 other events. Communication is two-way and either party can contact the other first if there are concerns or questions. If unable to reach a 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 at Truman. It provides information to parents about the school and other community resources. Parents are encouraged and invited to volunteer at the school and to participate in various activities, all of which have an educational component. Frequent home visits will occur to help support families with needs within and outside of school.

- 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](#)

3050 TRUMAN MIDDLE

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

5/10/2023

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:

-Class size averaged 28 per class in grades 7 and 8 and averaged 470 students throughout the year.
-Students performed well in the district iReady testing program in comparison to other middle schools in 22-23
-MOY and EOY MPI projection proved to show growth in ELA and Math.

Weaknesses:

-Mobility: we tend to have high mobility with students throughout the course of the year and more so during time frames of school breaks.
-Demographics: all students receive F/R breakfast and lunch, ESOL averages 25 students.
-Attendance throughout COVID has dropped, attendance rate was below 67%

Indicate needs related to strengths and weaknesses:

-Truman has partnered with community organizations to offer students the following free services on site:
-Family Guidance w/case workers
-Second Food Harvest Bank Mobile food drop and Backpack buddies
-Implementation of MTSS structure

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:

iReady and local assessments.

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

Strengths:

-ELA scores showed improvement across the board. 85% of students showed growth in diagnostic testing.
-Math scores also showed improvement across the board. 90% of students showed growth in diagnostic testing.

Weaknesses:

-Our students still struggle with being on grade level in reading/comprehension in ELA. Less than 50% of our students are proficient in ELA.
-Math has continued to be a concern for our student population. Transitions to MS proves to drop in scores. EOY iReady scores show MPI projection of 267 which is below state average and grade level.
-Our subgroups reached average growth in the 2022 MAP scores.

Indicate needs related to strengths and weaknesses:

-With growth occurring in pockets, more intense focus will be placed on meeting students at their level with individual interventions. We will also need to focus on sub group improvement, especially special service student population.
-We will offer ELA and math intervention and specific small groups
-Will incorporate Read 180 in 7th grade for SY 23-24 and specialized curriculum for small group intervention to support individualized learning plans.
-We will hire a Teaching Methods Coach to help with the significant number of new teachers in the building to increase engagement and specific instructional strategies for these students.
-We will offer tutoring 4 days/week after school including a snack and transportation home in order to accommodate the needs of these students.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

- District approved curriculum and resources that are aligned to the MO Learning Standards; offer 1 to 1 technology to all students; teachers participate in JEPD along with quality professional development opportunities provided by the school district and teachers are developing individualized PD plans; Truman provides a variety of intervention supports through, Math/Reading Interventions, tutoring and incorporation of MTSS at the building level.
-Offering of Engage Summit choice PD
-Job Embedded Professional Development twice per month for data analysis and development of instructional plans and discuss behavioral concerns.

Weaknesses:

-No common team planning is available in master schedule to discuss common student supports.

Indicate needs related to strengths and weaknesses:

-Need to help students to be able to think critically when problem solving while being innovative.
-Close achievement gap in reading and math

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 are highly qualified and hold a certificate in the area in which they teach.

Weaknesses:

-Filling vacancies with certified staff in content areas resulting in large class sizes in some content areas, especially math and science.

Indicate needs related to strengths and weaknesses:

-Professional development has been provided in the areas of Visible Learning Strategies, critical thinking strategies, use of i-Ready intervention tools. This will continue during the 23-24 school year. Bi-monthly JEPD sessions and local EdCamp style learning opportunities for TMS staff. Support and training from district curriculum advisors.

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:

We will host meetings twice a year. We will communicate with families during the registration process, back to school night, and parent teacher conferences.

- TMS provides many opportunities for all families to be engaged with the school throughout the year. There are 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 that is kept current, a Twitter and Facebook account to highlight events. We have a full time nurse, social worker and FIC that provide education on student health and needs.

Weaknesses:

-In the past, Truman has struggled to gain support from families in after hour events.

Indicate needs related to strengths and weaknesses:

-Continue to work to engage additional families and find ways to support and communicate with Truman families. Possible implementation of quarterly Tiger Nights in 23-24 inviting families to school for educational opportunities, showcase of student talents, and community outreach.

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:

- 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) is our focus as we educate the whole child. A clear structure has been put into place for the 23-24 school year to provide daily interventions (academically and behaviorally) to improve this area, alongside staff training of effective classroom procedures. We will continue to tweak this structure and use our local behaviorist as a support on a regular basis.

Weaknesses:

-Staff turnover due to teachers leaving the profession.
-Hope to be fully staffed for 23-24.

Indicate needs related to strengths and weaknesses:

-Our school is focusing on implementing strategic structures to target deficiencies in academics and behaviors for the upcoming school year. We will be utilizing the MTSS framework. We will have support and PD from our local RPDC with focus on SWPBIS, as well as resources such as 3DCoaching/Education, Character Strong, Olweus, and SEL training provided by the University of Kansas.

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 student achievement by 5% in tested subject areas: Reading, ELA, Math and Science
2. Grow and improve our attendance program to support students that have chronic and excessive absenteeism.
3. Decrease student discipline concerns with the focused implementation of new programs, MTSS, by 1%.
4. Increase our parent engagement and support through our Tiger



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3050 TRUMAN MIDDLE

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 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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> English Language Arts	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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input 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 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 type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

Home school Liasion

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 will receive small group instruction in reading and math as needed and can participate in daily after school tutoring sessions for 2 hours.

- 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. Additional help needed after school to support those students failing academically.

- 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 elective classes, including; Art, Music, Business, PE, Health, Band, Strings, PLTW

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: Visible Learning, technology and personalized learning.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas
 - Counseling
 - School-based mental health programs

- Specialized instructional support services
- Mentoring services
- Other

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

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

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

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

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

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

Professional development activities that address the prioritized needs

Describe activities

-Staff will receive professional development on 4 c's, innovation, Clarity of Learning, and technology, intervention strategies, Positive Behavior Supports, and effective Tier 1 classroom procedures.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

-New teachers will participate in the New Teacher Institute; various professional development opportunities, SJSD Edcamp, SJSD Externship Program, SJSD Grow Your Own Incentive, 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 SJSD preschool, and Head Start. We provide opportunities for students to participate in Parents as Teachers and Summer School for incoming kindergarten students.

SCHOOLWIDE POOL FUNDING

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

DESE Comments

Email: william.bechtel@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education