

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

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

4160 CRESTVIEW ELEMENTARY

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 distribute the policy yearly. Parents/guardian review the policy and provide agreement or changes that they feel need to be made.

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.

We conduct a yearly meeting where we discuss the plan and the purpose of the plan. We ask for suggestions and input around what our parents/guardians feel needs to remain, change or be added to the plan. We meet with interested parents to seek their input and add in their suggestions as appropriate.

- 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.

We conduct a yearly meeting where we discuss the engagement policy and the purpose of the engagement policy. We ask for suggestions and input around what our parents/guardians feel needs to remain, change or be added to the engagement policy. We meet with interested parents to seek their input and add in their suggestions as appropriate.

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.

We conduct a yearly meeting where we provide information about the Title I.A program and the purpose of said programs. We explain to parents about how these funds are used to supplement our services to students based on their needs.

- 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.

We conduct a yearly meeting where we discuss and explain our curriculum, assessments and MAP achievement levels. During this meeting parents often ask clarifying questions to deepen their understanding of our data and the curriculum we use. Parents often reach out to the teachers/principals for additional data and to ask for suggestions on how they can support their child's progress at home as well.

- 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)*

The Parent-School Compact states: I want my child to achieve. Therefore, to encourage him/her, I shall:

- be my child's advocate
- make learning a priority and value my role as my child's first teacher
- make sure that my child comes to school ready to learn (adequate sleep and breakfast)
- see that my child attends school regularly and arrives on time
- support and encourage my child in making good choices for behavior
- read with my child and let my child see me read
- find time daily to discuss what my child is learning and demonstrate support of my child's teacher
- set and discuss high expectations with my child
- support and participate in school organizations, programs, and activities
- provide a quiet time and place for homework
- Monitor screen time (iPad, electronical device, tv, etc

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
Section 1116 (d)(1)

Our compact states that as a school, our responsibilities for the education of our children include:

- Be the child's advocate
- Value, respect, and demonstrate support of every child and his/her family
- Appreciate the wealth of cultural diversity at Crestview Elementary
- Provide a safe, positive, and healthy learning environment for each child
- Assist all students in meeting or exceeding the Missouri Learning Standards for the Missouri Assessment Program
- Provide innovative and creative instruction to help every child develop a love of learning
- Adapt instruction to meet the individual needs of all learners
- Communicate homework, class work expectations, student progress, and share ways to support learning at home
- Set high expectations for every child.

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.

We provide this assistance in an ongoing basis as needed by parents. We also provide this assistance to every parent/guardian during our fall family conferences and our spring student success fair. We highly value an open-door policy and parents/families routinely reach out to us to ask for our assistance as they work to maximize their academic support of their child. This assistance is also provided during family involvement nights held multiple times throughout the school year.

- 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.

We provide materials and training for our parents in an ongoing basis. We also provide this information to every parent/guardian during our fall family conferences and our spring student success fair. We also highly value an open-door policy and parents/families routinely reach out to us to ask for our support as they work to maximize their academic support of their child and to help them improve their child's achievement. We provide this information during fall and spring student success fair.

- 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.

Parental involvement is a very important focus for us. In order to educate school personnel in working with parents, we have in place the following tools:

Teaching and Learning Coach works with teachers regarding best practices, including targeted instructional and intervention tools.

Professional Development throughout the year for all staff through coaching, workshops for differentiated instruction, social-emotional tools, communication strategies.

Social-emotional training for staff to maneuver through various situations. Encourage attendance at all family events to strengthen the visibility of staff and grow positive relationships with parents.

Using feedback from twice yearly family surveys and data reports, identify family needs and implement solutions with staff.

We will provide Professional Development around conducting parent-teacher conferences. This includes navigating translators and organizing conferences to meet the needs of families with multiple children who attend our school. This PD includes: sharing academic progress, setting goals, and discuss strategies for improvement in a constructive and supportive manner. We will also provide PD around communication channels on ways to keep parents informed about school activities, assignments, and progress reports. This includes phone, email, newsletters, and apps. This PD can also be around navigating conflict and working for a win-win solution to provide the best experience for our students.

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.

We coordinate with our preschool students and ensure communication is shared with families at our alternative sites.

- 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

5/30/2023

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:

Decrease in office referrals and suspensions compared to last Year
 Low Staff turn over
 Family Involvement activities after school
 Ell Subgroup providing above the state of Missouri

Weaknesses:

Continue to work to increase our attendance percentages
 Continue to work to have common language building wide in regard to behavior.

Indicate needs related to strengths and weaknesses:

We continue to have a need for Reading Specialist support at Crestview to provide intentional small group reading instruction for students in need. We continue to have a need for a math interventionist who can provide small group direct instruction via research based small group instructional practices in response to students' needs based on MTSS data. We continue to have a need for a full time Behavior Interventionist to provide student and staff support and proactively address and support student needs. We have the need for a full time Teaching and Learning coach to provide coaching, support, and PD to all staff with a targeted support approach for new and beginning teachers. We have the need to increase support, structure, and professional development around navigating student behavior and using effective strategies for proactively addressing student needs and behaviors. Due to the percentage of our students participating in Free and Reduced lunch we have the need to provide yearbooks for all students K-5 to create a sense of belonging and inclusion. We have the need to provide materials and supplies for staff K-5 because families routinely are unable to provide learning supplies for our students as needed throughout the year.

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:

•Minimal to no achievement/opportunity gap between students who participate in FRL versus our students that do not participate in FRL
-Very positive caregiver survey results
-High level of involvement at Family Involvement Events
-Strong and effective supports for students' individual needs
-Emergent bilingual (ELL)
-Reading Support
-Math Support
-MTSS
-On Track rating Math Student Group for the Missouri Assessment Program
-Above average rating for Math growth building wide for the Missouri Assessment Program
-Above average rating for Math student group for the Missouri Assessment Program.

Weaknesses:

- Significant Achievement gap between those students receiving SPED services and students not receiving services for the Missouri Assessment Program.
-Approaching rating ELA building wide for the Missouri Assessment Program according to DESE
-Approaching rating MATH building wide for the Missouri Assessment Program according to DESE
-Approaching rating SCIENCE building wide for the Missouri Assessment Program according to DESE
-Average Growth rating ELA for the Missouri Assessment Program according to DESE
-Average Growth ELA student group for the Missouri Assessment Program according to DESE
-Below District and State in ELA
-Below District and State in MATH
-Below District and State in SCIENCE
•40.27% of our students are currently reading below reading level on the F&P reading assessment

Indicate needs related to strengths and weaknesses:

Teaching and Learning Coach full time certified position to provide coaching and support to our new teachers as well as all staff in the implementation of our curriculum, instruction, assessment and the professional learning community process.
Science Professional Development
Incentives for Attendance

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:

The principal conducts 7-10 classroom walk throughs each week and collects curriculum and instruction data. During these walk throughs the strengths that were observed in regard to curriculum and instruction were as follows: strong implementation of the workshop model, implementation of the you do, we do, I do model for mathematics instruction as well as Eureka Squared instructional implementation, high levels of student engagement and time on task, and meaningful relationships between adults and students.

Weaknesses:

An area for continued improvement at Crestview is in the area of the skill/strategy instructional model for reading and writing instruction and conducting high quality student conferences during readers and writer's workshop. Implementation of our Science 5E model, Guided Reading, Social Studies Inquiry Model, Reading Foundations.

Indicate needs related to strengths and weaknesses:

- Continued need for additional reading support and staff above and beyond what the district provides
- Continued support for Emergent Bilingual Students
- Continued support for the MTSS process and interventions and targeted Guided Reading instruction and PD
- Continuation of Extended calendar schedule providing additional learning time for all students
- Continue to be intentional with our instructional practices, curriculum and instruction to ensure we are eliminating the achievement/opportunity gap for all students
- Continued support of a math interventionist who can work with students on targeted, research based, small group math interventions
- Continued need for full time certified Behavior Interventionist.
- Teaching and Learning Coach full time certified position to provide coaching and support to our new teachers as well as all staff in the implementation of our curriculum, instruction and assessment.
- Additional literacy professional development for teachers similar but not limited to training with Sunday Cummins in the area of small group guided reading instruction.
- Additional professional development on the 5E science instructional model and the curriculum, instruction, and assessment around science.
- Off-campus learning opportunities for K-5 focused on mathematics, business, science, and literacy to help broaden the context of the Missouri Learning Standards and apply student's understanding in a real-life context.
- Purchase items for all classrooms for use with emotional self-regulation throughout the school day

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 our professional/certified staff are highly qualified. 53.3% of our teaching staff have a master's degree or higher in college education. The average years of teaching experience amongst Crestview teachers is 9.2 years.

Weaknesses:

None noted

Indicate needs related to strengths and weaknesses:

The Crestview principal, assistant principal, and teaching and learning coach work relentlessly to continue to provide high levels of support for first year teachers and all staff at Crestview to help each staff member maximize their full potential as an educator.

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 have very successful family attendance at all family involvement events. We have bi-monthly family involvement opportunities at our school. We had very successful parent participation at Spring Student Success Fair with 502 people attending this event.

Weaknesses:

Continue to increase the amount of family involvement nights throughout the year and involve more staff into the planning/preparation/execution process.

Indicate needs related to strengths and weaknesses:

Continue to seek varied ways to engage our parents with what is occurring at our school and engagement them as our partners.

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:

We have high functioning grade level teams and professional learning communities. They work collaboratively to analyze data and to develop common formative assessments which leads to data that can be used to further individualize instruction for all students. We have a building leadership team that solves building wide problems and creates solutions that assist the entire school community, and we work vertically to solve student achievement concerns. We have Tier 1 and Tier 2 behavioral and academic intervention teams that allow us to better support the unique needs of each of our students.

Weaknesses:

We need to continue to refine our processes to ensure that all staff members have a voice in our school decision making processes.

Indicate needs related to strengths and weaknesses:

We need to continue to refine our processes to ensure that all staff members have a voice in our school decision making process.
We need a full time, Teaching and Learning Coach certified position to provide coaching and support to our new teachers as well as all staff in the implementation of our curriculum, instruction and assessment.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

| | |
|---|---|
| 1 | 1. Increase support, structures, and professional development for student behavior. |
| 2 | 2. Increase student achievement in literacy and math. |
| 3 | |

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

| Subject areas and grade levels to be served (mark all that apply) | | |
|---|---|--|
| 1 | <input checked="" type="checkbox"/> Math | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 2 | <input checked="" type="checkbox"/> Reading | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 3 | <input 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 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 type="checkbox"/> | <input type="checkbox"/> | |
| Supplemental Mathematics | <input type="checkbox"/> | <input checked="" 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"/> |
| <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

We will provide opportunities for all students to meet challenging Missouri Learning Standards by ensuring that students have more time on task during instruction, that they have the highest quality teachers, that our teachers are implementing our instructional programs with fidelity and integrity, and that students feel that they belong and our valued in our learning community.

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

Description of how strategy/strategies will strengthen

Our school will implement the workshop model with fidelity to strengthen our academic program and increase student learning opportunities. We will implement Number Talks as an instructional means to help increase students' mathematical fluency and reasoning via mental math strategies. We will engage our students in varied ways by using culturally responsive teaching and learning strategies throughout our instructional process.

Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

Our school will provide an additional 30 days of academic instruction in the months of June-August to enrich and accelerate students' learning opportunities.

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Our school will provide an additional 30 days of academic instruction in the months of June-August to enrich and accelerate students' learning opportunities.

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

Students who are at risk of not meeting the Missouri Learning Standards will receive supplementary supports provided through Title 1 funds by the math interventionist and reading teachers.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

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

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

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

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

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

- Delivery of professional development services
- Instructional coach

- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

We will implement the supports of our full-time behavior intervention specialist as a part of our schoolwide tiered model to prevent and proactively address behavioral needs and to provide early intervention instructional supports around social emotional learning. Our full-time instructional coach will provide ongoing professional development and growth experiences for all staff to continue to improve academic rigor. We will contract with a guided reading specialist to provide targeted professional learning experience for our teacher to grow in the area of small group, targeted reading intervention and support.

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

Describe activities

- Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

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: amy.dutcher@dese.mo.gov

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Improving Lives through Education