

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](#)

4580 WINNWOOD 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 should 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 hold yearly meetings where we discuss the plan and the purpose of the plan. We ask for ideas and suggestions around what our parents and guardians feel needs to remain, change or be added to the plan. All parents and guardians are encouraged to attend the meetings. 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 yearly meetings 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 policy. We meet with interested parents to seek 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 hold yearly meetings where we provide information about the Title I.A program and 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 as clarifying questions to deepen their understanding of our data and our curriculum. Parents often reach out to teachers/principal for additional data and to ask for suggestions about ways to support their child's progress at home.

- 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 compact is developed in collaboration with parents, building leadership team members, community members, school staff, and school administration. The compact details what families, school staff and students themselves will do to support student learning.

- 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:

- Fostering creativity and critical thinking
- Holding children accountable for behavior and academic achievement
- Keeping family members informed and partnering with families to maximize student success
- Instilling and modeling responsible and respectful behavior
- Meeting student's individual needs
- Providing developmentally appropriate instruction for all students
- Providing a safe, respectful and positive learning environment
- Make learning enjoyable and challenging for each individual student
- Embracing diversity, respect, responsibility and life skills
- Being a culturally responsive educator

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 during family involvement activities and curriculum nights. We provide this assistance during fall and spring conferences. Every parent/guardian is provided an opportunity to attend during one of multiple conference opportunities. In addition, we value and open-door policy where parents/guardians regularly reach out to us looking for assistance as they work to maximize their support of their child's learning.

- 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 on an ongoing basis. We provide materials and training during family involvement activities and curriculum nights. We provide this assistance during fall and spring conferences. Every parent/guardian is provided an opportunity to attend during one of multiple conference opportunities. In addition, we value and open-door policy where parents/guardians regularly reach out to us looking for assistance as they work to maximize their support of their child's learning.

- 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.

Through our BIST consultant, we work with our staff on a common language that will be consistent at school and home. We provide strategies leading up to parent/teacher conferences to help our staff develop and maintain positive relationships with our families.

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.

For the 2023-2024 school year we will continue with our full day preschool program for 20 students. There are conferences throughout the year for these families allowing parents opportunities to learn from their child's teacher on how to support their child at home. Our Pre-kindergarten teacher sends home resources parents can implement at home to ensure kindergarten readiness. These parents and students are also invited to participate in the monthly family involvement activities.

- 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)*

4580 WINNWOOD ELEMENTARY

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

5/17/2023

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:

We have no achievement gap between our students who participate in F/L lunch vs our students that do not participate.

Weaknesses:

We have a slight achievement gap between our Hispanic students and our White students. Our White students are out performing our Hispanic students. We have a slight achievement gap between our English Language Learners and our non-English Language Learners. Our non-English Language Learners out perform our English Language Learners.

Indicate needs related to strengths and weaknesses:

We need to continue to be intentional with our instructional practices, curriculum and instruction to ensure that we are eliminating the achievement gap based on students' race and ethnicity. We need to continue to improve in our culturally responsive teaching and learning practices to best meet the needs of all of our students. Culturally responsive teaching and learning strategies implementation is an intentional focus for us to close the achievement gaps. We continue to have a need for Reading Specialist support at Winnwood to provide intentional small group reading instruction for students in need. We 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.

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:

- Extremely positive caregiver survey results
- Substantial participation at Family Involvement events
- ELL
- Reading Support
- MTSS
- Early childhood/Preschool program
- BIST
- Student Lead Conferences
- Students setting goals and tracking progress

Weaknesses:

Slight achievement gap between our Hispanic students and our White student
Slight achievement gap between our Emergent Bilingual learners and our non-Emergent Bilingual learners
39% of our students are currently reading below reading level on the F&P reading assessment

Indicate needs related to strengths and weaknesses:

- Continue culturally responsive teaching and learning practices to best meet the needs of all students
- Provide internal/external learning opportunities for students to support all areas of learning. Specifically, JA Biztown Junior Achievement where intermediate students broaden their math understanding and apply it to real life experiences. We will seek additional opportunities that provide similar enhancement to Math, ELA and or Science learning. Mad Science and Epic Style are included, but not limited to, possibilities for science learning opportunities.
- Behavior support with BIST professional development and coaching.
- Continue support for Preschool
- Continue support for English Language Learners including external learning opportunities and community engagement which may include but not be limited an interpretation device that is readily available
- Continued need for a full-time Title 1 Specialist of Comprehensive Services
- Continued support for MTSS process and interventions and targeted Guided Reading instruction
- Continue intentional instructional practices, curriculum, and instruction to work toward eliminating achievement gaps for all students
- Addition for a full-time certified behavior specialist to focus on the needs of those students who will benefit from more focus behavior support
- Additional support of Math interventionist who will work with students on targeted, research-based small group intervention
- Additional literacy professional development for teachers
- Additional flexible seating as needed to enhance spaces for all learners

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 collects curriculum and instruction data during 7-10 weekly walk throughs. During walk throughs the strengths observed regarding curriculum and instruction included: strong implementation of the workshop model, you do, I do, we do model for math instruction, effective level of student engagement and time on task, meaningful communication between adults and students.

Weaknesses:

An area for continued improvement is the skill/strategy instructional model for reading/writing instruction and conducting high quality student conferences during readers and writer's workshop.

Indicate needs related to strengths and weaknesses:

We will continue to provide professional development and feedback regarding the skill/strategy instructional model for reading and writing instruction and conducting high quality student conferences during reading and writer's workshop. Additional reading support is needed. An additional area for growth is research based instructional strategies to advance mathematics instruction and achievement.

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 of our professional/certified staff are considered to be highly qualified. The average years teaching experience for Winnwood teachers is 5.65 years. 58.2% of our teachers have a master's degree or higher college education.

Weaknesses:

none noted

Indicate needs related to strengths and weaknesses:

Winnwood's principal and teaching and learning coach work relentlessly to provide support to first year teachers and all staff at Winnwood. Our goal is to help every 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:

Family involvement activities regularly draw attendance ranging from 60 to 98%. We have monthly opportunities for families to be active at school including conferences, fun/learning nights, student performances, volunteer opportunities and celebrations of student achievement. We engage community members to help with activities as appropriate.

Weaknesses:

Expand ideas for more collaborate with family and community volunteers.

Indicate needs related to strengths and weaknesses:

Continue to seek a variety of ways to invite parents and caregivers to partner with us at school. Create learning opportunities for families to learn about BIST, develop varied means to gather input from families for input on school based decisions. A school coordinator of comprehensive services is needed to partner with school and community resources.

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 grade levels and professional learning teams work together to analyze data and to develop common formative assessments that lead to data that can be used to further instruction for all students. Our building leadership team(BLT) works to solve building wide problems with solutions that work for entire school community. The BLT also works to solve academic achievement concerns. Our multi-tiered behavior support and academic intervention teams work to provide the best support for student's individual needs.

Weaknesses:

We need to refine the process to increase a voice for all staff in decision making. We are making changes in our BLT to insure this happens.

Indicate needs related to strengths and weaknesses:

We need to refine the process to ensure that all staff have voice in making school decisions.

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	Provide a supplemental .5 Reading teacher to provide additional support for our students.
2	Increase student time on task and learning engagement during instructional periods
3	Increase attendance for all students

Schoolwide Program [Hide](#)

4580 WINNWOOD ELEMENTARY

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 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 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 type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input 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 students to achieve Missouri Learning Standards by ensuring students have more time on task during instruction, having the highest quality teachers who are implementing instructional programs with fidelity and integrity. We will strive for students to feel that they belong and are 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

We will use number talks as a means to increase student mathematical fluency and reasoning via mental strategies. We will engage students in culturally responsive teaching and learning strategies in our instructional process. The workshop model will be implemented with fidelity to increase student learning opportunities and strengthen our academic program.

- Increase the amount of learning time

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

Provide enriched and accelerated curriculum as well as summer learning.

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Will be provided through building Professional Development on a monthly basis, Professional Learning Teams, and 1-1 with all staff members.

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

Provide intense small group instruction in the areas of Math and Reading for students that are below basic by using district approved materials and qualified staff.

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

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.

District/LEA Comments

DESE Comments

Email: amy.dutcher@dese.mo.gov

Current User: DESEPUBLIC