

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](#)

4380 LINDEN WEST 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.

The family engagement policy is distributed, signed by parents, and obtained at Back to School Night in August.

- 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.

A survey is sent out to families in the spring to obtain feedback on the Title 1 program plan. Administrators bring a parent to the Title 1 meeting.

- 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.

A survey is sent out to families in the spring to obtain feedback on the Title I program plan. Administrators bring a parent to the Title I meeting. The school, parent and family engagement policy is reviewed at the spring meeting. Staff, family members, and administrators suggest revisions and improvements for the plan, and the plan is revised based on this feedback.

The current engagement policy is placed in the parent handbook that parents receive each fall. Additionally, parents are encouraged to reach out to the administrators with questions about the engagement policy. It is presented at one PTA meeting/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.

Our plans include an Annual Title I Parent Meeting within the first 30 days of the school year. Information is shared with parents on what it means to be a Title school, our District and School Title Plan, School Parental Engagement Policy, School Parent Compact, qualifications of teachers, and how funds are utilized. We ask for suggestions and input around what our parents/guardians feel needs to remain, change, or be added to the plan. In addition, parents are shown how to access the link on our school website for additional information.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment. *Section 1116 (c)(4)(B)*

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

MAP scores are sent home with students as soon as they are received, and parents are made aware that these are being sent home. Teachers send home a report on the benchmarks completed with each student three times/year. Families are provided with information prior to MAP testing about exactly what the testing entails, purpose of the test, and scores. Teachers provide curricular updates in monthly newsletters, as well as suggestions about how to help their child with learning these standards. Current student work is shared weekly in all subjects, with families via Seesaw.

- 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 school compact communicates that parents are responsible for:
-communicate with our children and their teachers, be involved in school family involvement activities, support the children and the school staff, teach life skills such as respect and kindness, teach children to be independent, read with our children every night or as often as possible, encourage a healthy lifestyle, recognize the importance of life-long learning, discuss educational, family and personal goals, assure that children attend school regularly and arrive on time, support and actively problem solve if needed with face-to-face or virtual learning, celebrate our children's successes with them

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

The school compact communicates that the school is responsible for:
-providing a safe school and a positive learning environment while nurturing positive self-images, honor inclusion, provide instruction from our NKC curriculum and Missouri learning standards, accept the individuality and uniqueness of each child, provide life skills that foster respect, safety, kindness, and overall responsibility, communicate effectively and build relationships with students, families and the community, communicate with monthly newsletters to families, use the Seesaw app as the primary form of communication, provide support and resources for parents, be an advocate for each child, have fun and make learning enjoyable, respect differences and celebrate diversity, assist parents with understanding assessments, including the MAP test, progress monitoring, and working with teachers, provide literacy and technology training to help students at home, be a champion for all students, coordinate with other programs to encourage/support parents in participating more with their child's education, ensure diversified learning experiences that celebrate personal growth and promote lifelong learning for all

- 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.

Monthly grade level newsletters outline the Missouri learning standards that students are learning. MAP is explained via a letter prior to giving the test, as well as a letter attached to test results. Three times each year, each teacher sends home a report that shares the student's benchmark scores. This is provided for the first time at parent-teacher conferences so that the benchmarks can be explained, as well as how a child's progress can and will be monitored, and how to work with teachers to improve the child's achievement.

- 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.

During parent teacher conferences, all parents are provided with at least one learning activity that they can utilize with their child at home, in reading or math. During literacy night, parents are provided with training about how to best support their child in their growing reading skills, and are provided with materials (books) to do this. Parents are provided with specific games/learning activities to use with their child during curriculum night, as well.

- 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.

Staff are expected to have 15 parent contact hours each year. Many of these are through parent teacher conferences (during which they are expected to work to have a conference with every single parent) but are also by attending schoolwide events, during which staff have the chance to connect with parents. Professional development is provided to all teachers about how to speak with parents about tricky issues, behavioral concerns, academic interventions, and more. Seesaw is a requirement for staff as they are asked to include at least one math, reading, and writing activity a week on Seesaw, sharing with families their child's work to increase communication about learning and curriculum.

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.

All families of students who attend Linden West's preschool are invited to take part in the various family involvement functions, PTA, family fun night, etc. Linden West staff works to ensure that as many as possible Free and Reduced lunch forms are completed and submitted. Parents are provided with resources during various family engagement nights (resources from speakers about supporting student social emotional learning, books and tips about reading with your child during literacy nights, etc).

- 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

4/10/2023

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:

*Overall attendance is strong

Weaknesses:

*Overall high mobility rate
 *High number of discipline referrals this year (grew throughout the 22-23 school year)
 *Three student retentions determined necessary for next school year (far higher than most schools of this size within the district)

Indicate needs related to strengths and weaknesses:

*Need additional support with student behaviors, in the form of personnel
 *Need to grow teacher capacity in classroom management and student discipline

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:

Panorama Survey Results
District Benchmark Data

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

Strengths:

Our Multi-tiered Systems of Supports (MTSS) process allows us to efficiently identify students who need additional academic interventions and monitor the progress to ensure effectiveness. Over the last three years our 5th grade MAP scores in science have increased.

Weaknesses:

Over the last three years our MAP scores in ELA and math have significantly declined in grades 3-5. District benchmark data in ELA and math also show a decline in student achievement during the 2022-2023 school year. Spring 2023 student Panorama survey results indicate an 8% decline in students' ability to regulate their emotions, with only 44% of students responding favorably.

Indicate needs related to strengths and weaknesses:

An additional allocation for a reading teacher is necessary to provide additional instructional support for our students who are not performing on grade level in the area of ELA. A certified behavior interventionist is necessary to provide behavioral support and small group instruction to support our students in learning the skills to help them regulate their emotions and achieve academically. Professional development in BIST is also needed to support our students and staff in creating an environment that is conducive to learning. An SCRS is needed as well to connect our families to outside resources.

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:

Administration does 7 classroom walk-through each week and collects data on fidelity of curriculum and instruction, consistent plan, use of interventions, workshop model, Number Talks, pre- assessment of skills, guided reading, and diversification of reading materials. Units of study aligned and followed the instructional pacing guide to ensure that curriculum was taught, including walk-through data from the administrative walk-throughs. Second Steps Social Emotional Curriculum taught grade K-5. Students self monitor using platforms like Panorama and sense of belonging increased from fall to spring. Student reported they felt good about coming to school and what they were learning.

Weaknesses:

*The curriculum and instruction has not supported student growth over the course of the year- data shows in all areas that students are not achieving at levels that they used to.

Indicate needs related to strengths and weaknesses:

A BIST consultant is needed to support teachers in their classroom management so that they can preserve as much instructional time as possible. This will result in a greater amount of students being successful academically. Providing an additional reading support teacher will also assist many in students having a greater likelihood of meeting proficiency in the curriculum expectations as they receiving reading instruction in a smaller group setting.

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:

100% of the staff are highly qualified.

Weaknesses:

*Staff demographics indicate that there is a need for more diversity among staff members

Indicate needs related to strengths and weaknesses:

Recruitment and retention of diverse staff

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:

*Current School Community Resource Specialist is helpful in connecting families with resources as needed
*Family engagement events assist in parent education and involvement
*Many supports available to communicate effectively with families who do not speak English, including district-provided translators in-person and via phone

Weaknesses:

*Need of connection with resources for families is greater than the current School Community Resource Specialist is able to provide

Indicate needs related to strengths and weaknesses:

A .2 addition of a School Community Resource Specialist would allow for more families to have the ability to be connected with resources that they need.

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:

*Class sizes are manageable and reasonable compared with district and state standard
*Student discipline policy has become more clear throughout the year
*School climate improved between first and second semester

Weaknesses:

*Still room to improve in school climate and student discipline policy

Indicate needs related to strengths and weaknesses:

*Continue to build school climate with clear expectations and support of staff, including appropriate professional development (this should include BIST professional development and coaching)

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. Certified Behavior Interventionist to support high need for behavior support
2	2. Additional full-time reading interventionist teacher to support high need for academic growth
3	3. BIST coaching and professional development to support teachers in their growth in classroom management
4	4. Additional .2 school and community resource specialist (social worker) to support family needs

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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 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="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**

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

Providing an additional reading support teacher will allow for dozens of additional students to receive small group reading support instruction, increasing the likelihood of their proficiency in reading and literacy skills.

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

Description of how strategy/strategies will strengthen

Providing a certified behavior interventionist position will allow for behaviors of students to be better managed, increasing the amount of instructional minutes that are protected. It will also allow for students to be supported with their needs that lead to problematic and disruptive behaviors. Students will receive instruction on the skills that they may be lacking that result in negative behaviors. By having a School Community Resource Specialist for an additional .2 of each school week, families and students will be connected with resources that assist in meeting their needs. This will allow for students to focus more on their role as students and to concentrate on learning. By providing professional development and coaching by BIST specialists, staff will be more equipped to manage behaviors in their classrooms and the behaviors that impact student learning will be minimized.

- 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

Before and after school clubs may be provided to assist students in having additional time to engage in school-related skills.

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

A certified behavior interventionist will allow students who have mental health concerns or diagnoses to receive additional support in the school environment. Receiving professional development by a BIST consultant will allow teachers the chance to grow in their classroom management skills. The additional .2 of the SCRS staff member will provide students who are at risk of not meeting MLS due to their life circumstances, an increased likelihood of having their needs met. An additional allocation of a reading support teacher provides an increased likelihood that students who are at risk for not meeting the MLS due to a potential disability have the potential to be supported in their literacy success without special education support.

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

Contracting with a BIST consultant for professional development and coaching so that teachers can grow in their classroom management skills and better understand how to reinforce positive behaviors and reduce unwanted behaviors. A certified behavior interventionist will assist in the effective implementation of a schoolwide tiered model to prevent and address problem behavior, as she meets with students to teach lacking skills that result in undesirable behaviors, coaches teachers in the implementation of behavior plans, and responds to students in crisis to maintain the learning environment.

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.

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District/LEA Comments

DESE Comments



Email: amy.dutcher@dese.mo.gov

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Improving Lives through Education

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