

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](#)

## 4400 MAPLEWOOD 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.

Maplewood sends out a title 1 parent survey twice a year in the spring and in the fall. The survey provides our school with feedback on how to improve our Title 1 program at Maplewood. Maplewood holds two parent title 1 meetings in the fall and spring where families can receive more information on Title 1 programming as well as provide feedback on the family engagement policy. The feedback that is provided is included in our family engagement policy for the upcoming year and shared with all Maplewood families.

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.

Maplewood sends out a title 1 parent survey twice a year in the spring and in the fall. The survey provides our school with feedback on how to improve out Title 1 program at Maplewood. Maplewood holds two parent title 1 meeting in the fall and spring where families can receive more information on Title 1 programming as well as provide feedback on the family engagement policy. The feedback that is provided is included in our family engagement policy for the upcoming year and shared with all Maplewood families.

- 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.

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.  
Maplewood holds two parent title 1 meeting in the fall and spring where families can receive more information on Title 1 programming as well as provide feedback on the family engagement policy. The feedback that is provided is included in our family engagement policy for the upcoming year and shared with all Maplewood families.

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.

Maplewood holds two parent title 1 meeting in the fall and spring where families can receive more information on Title 1 programming as well as provide feedback on the family engagement policy. Title 1 programming information is sent to families through school email system as well as physical copies. Families will review plan and information and return signed for understanding.

- 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.

In both Fall and Spring Title 1 meetings, all curriculum, academic assessments (MAP, district assessments) and achievement levels are shared. School data is compared to district and state averages. Families are given overview of district curriculum and information on where families can access curriculum information.

- 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)*

As a family, our responsibilities are:

- To provide encouragement by setting academic and behavior goals.
- To teach values and respect for other
- To be enthusiastic about learning and school
- To read to/or listen to my child read consistently
- To support and participate in school organizations, programs and activities
- To have positive interactions with Maplewood staff and families
- To make sure my child comes to school ready to learn and I will provide the necessary school supplies
- To make sure that my child attends school regularly and arrives on time

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

As a staff member, our responsibilities are:  
To provide a safe environment, both physical and emotional  
To make learning enjoyable and challenging for each individual student  
To maintain communication with parents  
To teach appropriate curriculum by teaching to grade-level objectives

- To teach and model tolerance, respect, responsibility and life skills
- To help all students do their best
- To be a positive role model for our students
- To be the child's advocate
- To increase knowledge of technology
- To communicate effectively and consistently with families
- To use schoolwide Positive Behavior Support system to encourage positive behaviors
- To have positive interactions with Maplewood families

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.

Effective communication to families on student progress and achievement. Two parent teacher conferences per year. Maplewood holds parent information nights where families are provided information on how to monitor their students progress through district powerschool portal.

- 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.

Maplewood holds parent information nights where families are provided information on how to monitor their student's progress through district powerschool portal. Maplewood holds academic themed nights for families. At these nights families are provided information on how they can assist in their student learning and monitor progress.

- 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.

Maplewood is consistently providing communication on how they can partner with school staff in the education of their child. Trainings, focused nights, and literature provided to families include core academic topics (Math, reading, writing, Science), technology integration, MAP prep, and Social and emotional resources (Positive Behavior Supports).

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.

Maplewood supports 1 Title 1 Pre-K classroom. This classroom is supported by 1 certified teacher and 2 paraprofessionals. The Pre-K classroom is supported by the building mission and goals and is included in all Maplewood communication and title 1 focused nights.

- 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](#)

## 4400 MAPLEWOOD 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

4/13/2023

### 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:

Strengths from the needs assessment are, 93% of students enrolled did not receive a major office referral for the whole year. Student diversity has risen since last assessment. Student enrollment has maintained averages from the last five years.

Weaknesses:

Attendance met district and state averages but fell below 5-year trend of 97% attendance rate.

Indicate needs related to strengths and weaknesses:

- Opportunities to provide parent informational nights where attendance discussions and plans to improve attendance. Continued support of the
- .2 SCRS (School Social Worker)
- 1.0 behavior interventionist
- The .5 Title Instructional Assistant position

#### 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:

District wide assessments and district screener

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

Strengths:

40% Rise in Map Scores in 22-23. Maplewood scored above district and state averages in ELA and Math on the MO MAP assessment. Maplewood was above district averages on district screener and unit assessments throughout the year K-5.

Weaknesses:

5th Grade Science was slightly below district and state averages on MO MAP assessment

Indicate needs related to strengths and weaknesses:

- Continued support of science related materials and curriculum. Continued support of Title Reading 1.0 allocation as well as The additional 1.0 allocation of a reading teacher.
- Sunday Cummings professional development and on sight coaching (3 days, 6 subs for each day)
- The .5 Title Instructional Assistant position

## 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:

40% Rise in Map Scores in 22-23. Maplewood scored above district and state averages in ELA and Math on the MO MAP assessment. Maplewood was above district averages on district screener and unit assessments throughout the year K-5.

Weaknesses:

5th Grade Science was slightly below district and state averages on MO MAP assessment

Indicate needs related to strengths and weaknesses:

- Continued support of science related materials and curriculum. Continued support of Title Reading 1.0 allocation as well as The additional 1.0 allocation of a reading teacher.
- Sunday Cummings professional development and on sight coaching (3 days, 6 subs for each day)
- The .5 Title Instructional Assistant position

### 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:

Maplewood Teaching staff are Certified Teachers and highly qualified.

Weaknesses:

Need for more diverse professional staff and staff members with advanced degrees and professional development training.

Indicate needs related to strengths and weaknesses:

- Continued support of science related materials and curriculum. Continued support of Title Reading 1.0 allocation as well as The additional 1.0 allocation of a reading teacher.
- Sunday Cummings professional development and on sight coaching (3 days, 6 subs for each day)

### 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:

This year Maplewood hosted at least 1 family engagement opportunity per month during the school year. Family involvement events were academic focused, and events planned with families.

Weaknesses:

More opportunities to engage families in parent education courses

Indicate needs related to strengths and weaknesses:

Continued support of resources that aid in holding specific parent education courses.

### 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:

School Mission and Vision revised for the 22-23 school year. Average classroom size was below state and district averages. School climate assessments shown increase in school climate indicators. Positive Behavior Support Parent handbook created to outline school universal behavior plan and policy. 93% of students enrolled did not receive a major office referral for the whole year

Weaknesses:

Programs set up to address student social and emotional learning. Parent education programming offered throughout the school year.

Indicate needs related to strengths and weaknesses:

- Continued support of Title Reading 1.0 allocation as well as The additional 1.0 allocation of a reading teacher.
- Sunday Cummings professional development and on sight coaching (3 days, 6 subs for each day)
- The .5 Title Instructional Assistant position
- .2 SCRS (School Social Worker)
- 1.0 behavior interventionist
- The .5 Title Instructional Assistant position

### 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 Maplewood data shows that Title I funds will be used to support reading goals by the funding of a TI reading teacher. This support will help the building reach the literacy goal (#2).
- 2 By May of 2024, 54% of third - fifth grade students will perform in the top 2 proficiency levels in ELA, with less than 15% of students in the Below Basic category.
- 3 By May of 2023, 52% of third - fifth grade students will perform in the top 2 proficiency levels in Math, with less than 15% of students in the Below Basic category.



## 4400 MAPLEWOOD 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"/><br>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"/><br>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"/><br>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"/><br>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"/><br>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**

|              |   |
|--------------|---|
| 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

Reading Action Steps:

- Intensive Professional Development with Sunday Cummins on guided Reading.
- Visiting Guided Reading Demo Teachers (both in our school and outside)
- Making rubrics to assess independent work during workshop model (plan conferences)
- Follow priority standards using data protocols
- Use PLT time to dig into data protocols and student work-looking at running records throughout the year

Math Action Steps:

- Planning more intentionally in math workshop with priority standards-working problems out ourselves before teaching, looking at the various DOK levels-How could a student be asked this question? All the different ways?
- Use PLT time to dig into data protocols and student work

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

Description of how strategy/strategies will strengthen

Reading

- Planning more intentionally in readers workshop with priority standards
- Using item specifications to determine what proficiency looks like
- Commit to following the workshop model daily-making sure that kids are mostly reading books on their levels.
- Intentional grouping in guided reading based off what they need-double dipping with Tier 2/3 students
- Confering with students during workshop with a specific teach

Math

- Planning more intentionally in readers workshop with priority standards
- Using item specifications to determine what proficiency looks like
- Commit to following the workshop model daily-making sure that kids are mostly reading books on their levels.
- Intentional grouping in guided reading based off what they need-double dipping with Tier 2/3 students
- Confering with students during workshop with a specific teach

- 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

Summer School programming will continue learning and interventions

---

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

Continued interventions in the summer and reteaching of concepts based on school wide data.

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

Staff will will actively participate in the MTSS process to decrease SPED referrals  
Staff will engage in dialogue on the long term effects of students with IEP's and SEL  
Admin will offer restorative circles for families that are having challenges with other families at and in the community. (Present)  
Admin will offer digital videos to staff and families that provide resources on how to discuss hard topics of race, inclusion, and other topics  
Admin will engage the staff in PD connected to district's equity work and SEL supports  
Behavior Interventionalist will provide professional development for staff to continue SEL learning.

- Professional development activities that address the prioritized needs

Describe activities

Building Improvement Goal #1 Increase Reading Academic Achievement will be supported by using Title 1 funds to support Maplewood teachers in resources for instruction and Professional Development. Title 1 funds will support Maplewood teachers in attending Columbia University's Reading Summer Institute. This opportunity will provide teachers the resources and knowledge to teach our district reading program with fidelity and intention.

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

Describe activities

Providing staff with high quality professional development and classroom resources. Providing staff with on-going feedback and evaluations.

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

Describe activities

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## 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**

[Empty rectangular box for District/LEA Comments]

**DESE Comments**

[Empty rectangular box for DESE Comments]

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