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School Level Plan Home

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

4560 TOPPING 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 at Back to School Night. Parents/guardians review the policy and provide agreement or changes that they feel need to be made. This is referenced frequently when communicating with parents, disciplining students, and other opportunities to partner.

Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

The agenda reflects that the purpose of the meeting is

To inform parents of their school's participation in the Title I.A program

To explain the requirements of Title I.A

To explain the right of parents to be involved.

Section 1116 (c)(1)

The school offers a flexible number of meetings. *Section 1116 (c)(2)*

Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

Transportation

Child care

Home visits

Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

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

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

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

The school provides parents of participating children:

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

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

We conduct a yearly meeting where we provide information about the Title I.A program. We explain to parents about how these funds are used to supplement our services to students based on their needs. We ask for suggestions and input around what our parents/guardians feel needs to remain, change, or be added to the plan. We meet with interested parents to seek their input and add in their suggestions as appropriate. A Student Ambassador group is established for feedback and partnership.

- 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.

Social emotional curriculum is shared with families in the monthly newsletter. We share academic curriculum at our family evening events (Science/STEM and Math/Literacy). Teachers also share about the curriculum through Seesaw and Canvas. Data is shared with families at a fall parent meeting.

- 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)*

- Teach and model values
- Maintain communication between the family and school Title Compact (002).docx
- Be enthusiastic towards school
- Teach children to take responsibility Compact for Learning
- Value the importance of education
- Be active in conferences, family involvement events, and programs
- Send students well rested, prepared to learn, and on time
- Encourage nightly reading and daily reading their input and add in their suggestions as appropriate. A Student Ambassador group is established for feedback and partnership.

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

- Fostering creativity and critical thinking
- Holding children accountable for behavior, academic achievement, and digital citizenship
- Keeping family members informed and partnering with families to maximize student success
- Instilling and modeling responsible and respectful behavior
- Meeting students' individual needs
- Providing developmentally appropriate instruction for all students
- Providing a safe, respectful and positive learning environment
- Making 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 in an ongoing basis as needed by parents. We also provide this assistance to every parent/guardian during our fall family conferences and our spring student led conferences. We also highly value an open door policy and parents/families routinely reach out to us to ask for our assistance as they work to maximize their academic support of their child. During family curriculum events, we provide connections to standards. We also support at-home reading by providing access to books. Flashcards and sight words are provided for at-home work.

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

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

- 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.

At our school, fostering effective collaboration between school personnel and parents is a key objective. We recognize the importance of Title I funds in enhancing this partnership and have devised a comprehensive plan to educate our school personnel on working with parents using Title I funds.

1. Needs Assessment: Conduct a thorough needs assessment to identify specific areas where school personnel require training and support in engaging parents. Gather feedback from teachers, administrators, counselors, and support staff to pinpoint the most relevant topics.
2. Professional Development Workshops: Utilize Title I funds to organize targeted workshops and training sessions. Collaborate with educational experts, consultants, and experienced educators to deliver engaging sessions that focus on effective communication, cultural competence, parent involvement strategies, and building positive relationships.
3. Incorporate Title I Guidelines: Ensure that all training content aligns with Title I guidelines and objectives. Emphasize the importance of Title I funding in enhancing parent engagement and student success.
4. Diversity and Inclusion Training: Allocate Title I funds to provide specialized diversity and inclusion training for school personnel. Equip staff with the skills to work with parents from diverse backgrounds, cultures, languages, and socioeconomic statuses.
5. Technology Integration: Utilize Title I funds to incorporate technology tools and platforms that facilitate communication between school personnel and parents. Train staff on using digital resources for sharing updates, assignments, and progress reports.
6. Parent-Teacher Communication Strategies: Provide training on effective communication strategies, including active listening, two-way dialogue, and empathetic communication. Demonstrate how regular and meaningful communication fosters positive relationships with parents.
7. Cultural Competency Workshops: Organize workshops that promote cultural understanding and sensitivity. Train school personnel to recognize and respect the diverse values and traditions of students' families.
8. Collaborative Planning Sessions: Utilize Title I funds to facilitate collaborative planning sessions where school personnel share best practices, success stories, and challenges related to parent engagement. Encourage peer learning and idea exchange.
9. Ongoing Support and Feedback: Allocate a portion of Title I funds for ongoing support, mentoring, and coaching for school personnel. Provide opportunities for reflective discussions, feedback loops, and continuous improvement.
10. Evaluation and Assessment: Allocate funds for evaluating the effectiveness of the professional development initiatives. Gather feedback from school personnel and parents to measure the impact of the training on parent engagement and student outcomes.

By utilizing Title I funds for targeted professional development, we aim to equip our school personnel with the skills, knowledge, and tools necessary to foster meaningful and productive partnerships with parents. This investment will not only enhance student success but also create a collaborative and supportive school community.

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 grade level students, parents, family members, and teachers including early childhood, are invited to all family events, as well as having their own separate activities, and parent activities. Our social workers, building staff, office personnel and District leadership are available as resources to parents and family members.

- 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

4/20/2023

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:

Diversity among our student population (7 Asian students, 110 Black or African American students, 64 Hispanic students, 53 multi-racial students, 119 White students). Twenty five percent (25%) of our population have parents from another country. We have 53 students enrolled in our ELL program. In our school we have 16 languages spoken and include families from 21 countries.

Weaknesses:

Increased concerns with mental health issues that manifest into negative behaviors with negative discipline consequences. Very transient population and our mobility was lower this year and is at 20.4%. A lack of parent participation in our Booster program and we will be switching to a PTA.

Indicate needs related to strengths and weaknesses:

Continue our implementation plan that addresses social/emotional health. Add an additional support position by having a certified Behavior Specialist. Continue to address diversity through Community Circles, Second Steps, and our Synergy connection. PBS will continue to be our main umbrella to address behaviors and build positive skill sets in our students. A need to teach and inform families on our PBS practices exists. This will create home connections around language and processes. We will engage our students in varied ways by using culturally responsive teaching and learning strategies throughout our instructional process.

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:

We continue to use District Benchmarks for our evaluation processes. District benchmarks will be used until the time and in conjunction with MAP testing once it is again in place by DESE.

District benchmarks will be used until the time and in conjunction with MAP testing, once it is again in place by DESE.

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

Strengths:

Our benchmark data is aligned to our school feeder pattern. The district benchmark scores in ELA indicate that 3rd grade performed 22% below the district average, 4th grade performed 3% above the district average, and 5th grade performed 2% below the district average. 59% of K-5 students are reading on grade level, with the goal being 65%. 25% of students are considered at high risk on aReading in FastBridge, compared to the district average of 16% high risk.

The district benchmark scores in Math indicate that 3rd grade performed 19% below the district average, 4th grade performed 4% above the district average, and 5th grade performed 5% below the district average. 21% of students are considered at high risk on aReading in FastBridge, compared to the district average of 14% high risk.

In the subject area of science, the benchmark goal was met. 50% of students were proficient on the Science benchmark.

Weaknesses:

Benchmark assessments during the 2022-2023 school year indicate a need to continue to improve our practices and build data team capacity through PLC structures. A consistent approach to a guaranteed and viable curriculum, as well as data analysis of school wide data, is needed.

Indicate needs related to strengths and weaknesses:

- Implement Guided Reading structures with fidelity (consultant Sunday Cummins)
- Utilize the Next Step Forward resource to guide Guided Reading implementation
- Create and implement data driven common formative assessments and conduct regular and ongoing data analysis
- Observe demonstration teachers to increase teacher instructional practice and confidence with district models
- Continue implementation of the reader's and writer's workshop model
- Provide interventions and progress monitoring for students not on grade level in reading and math
- Use reading behaviors to plan for guided reading instruction and conferences
- Continue implementation of reteach in both ELA and Math
- Make consistent the implementation of student goal tracking through the use of data binders and conferences
- Build teacher conferring kits and create consistency with conferring notes
- A need for additional reading support in the form of another reading interventionist
- Behaviors in the school are high. The need for a full-time social worker has been accounted for in the school's Title I budget and behavior interventionist
- Continue training in Equity and Inclusion
- Continue our PLT module work and the use of the essential PLT questions and the five behavior statements.

Curriculum and Instruction

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

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

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

Strengths:

The principal conducts 7 classroom walk throughs each week and collects curriculum and instruction data. During these walk throughs the strengths that were observed in regard to curriculum and instruction were as follows: implementation of the workshop model, implementation of the You do, We do, I do model for mathematics instruction, and meaningful relationships between students. The principal has noted that students have increased experiences with manipulatives in math. Teachers have been observed naming math strategies and encouraging student thinking. We have also seen an increase in intentional guided reading in our K-2 classrooms.

Weaknesses:

Differentiated instruction, the use of specific strategies when teaching ELA, student time on task and 4:1 positive ratio, and a need to create conferring kits and conferring notebooks. The principal notes that technology is mainly used as a method of substitution and is concerned with students not being engaged in quality literature. Consistently use data in our PLTs to drive instruction. Engaging students in their personal achievement and goal setting.

Indicate needs related to strengths and weaknesses:

We will continue to provide professional development and feedback in the area of skill/strategy instruction model for reading and writing instruction and conducting high quality student conferences during readers and writers workshop. Guided reading will continue to be an area of focus (K-5). Professional development will be continued in math to increase the use of manipulatives and a concrete understanding of abstract skills. Further professional development on science instruction and best practices aligned to the 5E model will be provided. We will also continue to work on our data driven decision making processes and incorporating our students in goal setting. We will continue to utilize coaching cycles to strengthen teacher pedagogy and fidelity with teacher implementation of district modules. Further Professional Development on science instruction and best practice related to the 5Es.

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 staff are highly qualified

Weaknesses:

None identified at this time

Indicate needs related to strengths and weaknesses:

Indicate needs related to strengths and weaknesses: Recruitment and retention of a 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:

We have utilized weekly email communication to share dates and happenings in our school. Teachers use Seesaw to communicate classroom achievement and needs with families. Parents enjoy attending family curriculum events at Topping. Teachers continue to share information through Seesaw and Canvas.

Weaknesses:

We lack parent involvement in our parent organization (Boosters). This has continued to decrease over the past two years. Support and training is needed to help our parent population better understand the diverse needs of our building, as well as the impact of poverty on our students.

Indicate needs related to strengths and weaknesses:

Continued funding for parent involvement, funding for full time staffing of support staff and community involvement to meet emotional, physical, and social needs of the child and their family. Curriculum events are not as highly attended. Continue to think about ways to motivate families to attend these and gain an understanding of skills their students need to acquire. Need for a caregiver involvement coordinator, which would be a teacher to work in tandem with our parent organization to develop monthly programming for parents and students.

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:

Involvement of all staff and parent organization of school mission/vision and strategic school plan. Overall, a positive school climate is reported by staff, students, and families according to survey data. Small class sizes allow for better classroom management and for staff to build stronger relationships with their students.

Weaknesses:

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

Indicate needs related to strengths and weaknesses:

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

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 Targeted Instructional Reading Support: Title I funds will provide targeted intervention programs and additional instructional resources to students who are struggling academically. These resources include specialized curriculum materials, technology tools, and small group intervention sessions to address specific learning gaps.
- 2 Professional Development: Investing in professional development for teachers and support staff is crucial to improving instructional practices and meeting the diverse needs of our students. Title I funds will be used to offer training workshops, seminars, and coaching opportunities focused on evidence-based teaching strategies, differentiated instruction, and data-driven decision-making
- 3 Parent and Family Engagement: Strengthening the partnership between school and parents is a priority. Title I funds will support initiatives such as family workshops, informational sessions, and interactive events that promote parent involvement, communication, and collaboration in their child's education.
- 4 Counseling and Social-Emotional Support: Supporting students' social and emotional well-being is vital for their overall success. Title I funds will be used to provide counseling services, social-emotional learning programs, and workshops aimed at fostering positive mental health and interpersonal skills.
- 5 Curriculum Enhancement: Enhancing the curriculum with enriched materials and resources is essential for engaging students and promoting deeper understanding. Title I funds will be invested in acquiring supplemental instructional materials, books, and resources that align with academic standards.
- 6 Data Analysis and Assessment: Title I funds will support the implementation of data analysis tools and assessment strategies to monitor student progress, identify areas of improvement, and make data-driven decisions for instructional planning.
Each of these prioritized needs represent a strategic approach to utilizing Title I funds for maximum impact on student achievement, parent engagement, and the overall school community. Through thoughtful allocation and continuous evaluation, we provide the best educational experience for all our students.

4560 TOPPING 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="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Class size reduction

| | |
|---|---|
| <input type="checkbox"/> Grade Levels | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| <input type="checkbox"/> Reading Instruction Only | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| <input type="checkbox"/> Math Instruction Only | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |

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

Other

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

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

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

- Increase the amount of learning time

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

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Grade level teachers meet weekly to review benchmark, unit, and CFA data, as well as student work to group students for reteaching and best determine instructional next steps.

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

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

Counseling groups for social skills
Second Steps for social-emotional education of all students
Additional reading teacher to support the needs of our below grade level readers.

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

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