District/LEA: 019-152 BELTON 124 **Year:** 2022-2023

Funding Application: Plan - School Level - 4060 GLADDEN ELEM. **Version:** Initial **Status:** Approved

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

School Level Plan Home | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4060 GLADDEN ELEM.

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

[x] 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.

Parents are given the Title I compact electronically during Open Enrollment. The details of the compact are explained to each parent and student that can comprehend the information. The parent electronically signs the form to acknowledge understanding of the Title Compact. A translator is available upon request for families who need the information in another language.

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

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

POLICY INVOLVEMENT

[x] 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)*

[x] The agenda reflects that the purpose of the meeting is

- [x] To inform parents of their school's participation in the Title I.A program
- [x] To explain the requirements of Title I.A
- [x] To explain the right of parents to be involved.

Section 1116 (c)(1)

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

[x] 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:

[x] 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.

Parent meetings are held in the fall and in the spring of each year. In the fall, parents are given information about the definition of school-wide Title. We also describe how a school qualifies for Title money. In the spring, parents are able to review student data for the school year, review the strengths and weaknesses of the program, and offer suggestions for the program. They are also provided with a copy of the Title Compact and encouraged to provide the school and district with feedback.

☑ 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.

During the fall and spring meetings, parents are able to provide feedback on strengths and weaknesses of the program. They are also able to offer suggestions for increasing parent engagement. Additionally, family involvement events are hosted throughout the school year. Families who participate in these events complete a survey after the event to provide feedback regarding their experience and ideas for future improvement.

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 host a parent meeting, prepare a slide show detailing what School Wide Title is and how we implement school wide Title at our school. We also detail how a school qualifies. The slide show presentation includes data from recent assessments. Parents are given a chance to share their feedback and suggestions at the conclusion of the presentation.

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

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

We host a parent meeting and prepare a slide show detailing what School-Wide Title is and how we implement school wide Title at our school. We also detail how a school qualifies for Title I, detail our curriculum, assessment plan and share achievement data for local and state assessments (MAP). The slide show presentation includes data from the most recent assessments. Parents are given a chance to share their feedback and suggestions at the conclusion of the presentation.

☑ 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)*

1. Make sure they are in school every day possible.
2. Monitor and support them in completing their homework.
3. Monitor the amount of television watched.
4. Encourage/support my child's reading outside of school daily.
4. Partner with the school to support my child's learning i.e. volunteer in my child's school, communicate with the teacher regularly, follow through with learning activities at home.
5. Monitor and balance my child's extracurricular activities keeping school a priority.
6. Stay informed about my child's education by reading and responding appropriately to all school communications.

Examples of possible parent opportunities:
1. Listen to children read,
2. Help with classroom projects,
3. Present a program on your culture, a different country, career, etc., and
4. Assist with special classroom/school events

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

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet state standards as follows:
1. Retain highly-qualified principals and teachers,
2. Provide instruction, materials, & high-quality professional development which incorporates the latest research, &
3. Maintain a safe and positive school climate.

Provide parents with ongoing communication on their child's progress as follows:
1. Quarterly grade cards/reports sent home by the school,
2. Additional notification of progress and parent-support tips for students who are not reading at grade Level,
3. Conduct parent-teacher conferences to discuss the child's achievement/progress first quarter,
4. Additional parent-teacher conferences to discuss the child's achievement/progress and options throughout the year if deemed necessary by the school or parent.

Be accessible to parents through:
1. Phone calls, e-mail, or written communication, and
2. Scheduled consultation before, during, or after school.
3. Provide parents opportunities to volunteer and observe in their child's class upon request and agreed terms.

☑ 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.

The school evaluates academic programming and performance by analyzing local assessment data as appropriate per grade (Star Renaissance 360, Wilson's Reading/Fundations/Just Words, EL Education, and grade level standards assessed through Collaborative Teams) and state assessment data (Missouri Assessment Program results for building, grade level, teacher, and students; Annual Performance Report; Content Standard Summary/Item Analysis).

Parents are given a link to the state curriculum and Parent Portal for Mastery Connect, where parents can, at any time, easily see the curriculum standards that are addressed and reported on each quarter.

Parents are provided assistance to understand the assessment scores through a translated version or by a translator, parent-teacher conferences, parent meetings as requested to understand the assessment and interpret results, and/or a detailed written explanation sent home to parents.

☑ 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.

Parents are provided with materials throughout the year to support their child's academic growth. These materials include, but are not limited to math manipulatives, books, crayons, markers, pencils, papers, etc., academic workbooks, and online usernames and passwords for programs such as Zearn, IXL, Pebble Go, EL Education, Snap&Read, Seesaw, Mystery Science, etc. to practice skills at home.

Parent training includes, but is not limited to, parent involvement events focused on literacy, math, and/or science skills to be used at home. Handouts are provided to parents during these events. Other training includes parent/teacher conferences to provide parents with specific strategies and resources to meet their child's individual academic needs. Some examples include flipped lesson videos for parents to assist parents in supporting their child with homework at home, and online/social media training such as Mastery Connect.

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☑ 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.

The Belton School District provides high quality and ongoing professional development for teachers, principals, and paraprofessionals to meet Missouri Learning Standards. This is delivered through the district Instructional Coaches. Instructional Coaches also provide professional development and support for new and existing teachers on research-based instructional strategies/best practices. Parent events incorporate professional development for parents on best practices related to reading, math, science, and/or instructional strategies.

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.

As a district, we work to coordinate parent nights within a district wide calendar allowing parents to attend events throughout the district including preschool, elementary, and secondary without conflicts of other parent events. The district has a Welcome Center, which provides translation services and supports for families.

The district's preschool Grace Early Childhood Center offers a fee-based preschool care program, which includes wrap-around care for the working parent for children infant-pre-kindergarten. The center also provides a four half-day free program that is designed for students the year before kindergarten to Belton residents, regardless of income, Monday-Thursday. In addition, Grace hosts a free five full day program for students who receive meal benefits and are experiencing a potential delay. The center also provides early childhood special education services starting at age of 3. Child care at Grace Early Childhood Center is free for the community's teen parents who are attending Belton High School. Transportation and parent education is provided for these teen parents.

Grace Early Childhood Center houses a Success by Six Center; parents may use the Success by Six Center to play with their children and learn how to use the resources; parents may also check these resources out from the center to use at home. Other local programs may check out resources, such as Kids First and Head Start. There are two computers available for parents to use as needed.

We provide a Parents as Teachers program that serves the Belton community. This program prioritizes serving the most at risk of the population as determined by characteristics provided by DESE. Families qualify for visits once a week, every other week, or once a month.

Belton elementary schools have transition meetings with educators from the district preschool program as well as the individual buildings to appropriately place incoming kindergarteners with special needs. All incoming kindergarteners have the opportunity to visit their elementary school and interact with various teachers and school personnel during Kindergarten Screenings. District personnel, including classroom teachers and preschool staff, work together to screen incoming kindergarten students. This information assists in classroom placement for the upcoming year. The Belton School District offers summer school for incoming kindergarten students. The kindergarten teachers and the preschool teachers stay in close contact as the school year begins, ensuring a smooth transition for the new kindergarteners. An Open House is held at the beginning of the year to familiarize parents and students with kindergarten, school expectations and procedures.

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

- [x] 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

3/1/2022

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:

Gladden Elementary is a Kindergarten through 4th grade elementary school and is one of two district elementary buildings that house the Belton School District's K-4 Autism Special Education program. This program is focused on functional communication, behavior, and academic skills. Gladden has two classrooms focused on this program. Additionally, Gladden has two Special Education Resource classrooms and a Speech and Language Pathologist.
Gladden has a part-time English Language Learner resource teacher and para to serve students in our English as a Second Language Program (these staff members serve multiple schools and spend approximately half their time at Gladden).

Gladden has a student enrollment of 435 for grades K-4. The school's attendance area consists of single family housing, mobile home communities, and multi-residential dwellings/apartment complexes. The demographic makeup of students at Gladden is approximately 66% Caucasian, 14% Hispanic, 10% African American, 9% Multi-Racial, and 1% Other, and the percent of students receiving Free or Reduced Lunch is 51%.

Some of the strengths continue to include our diversity and the proximity of our student population to their school (neighborhood school).

Weaknesses:

Some of the weaknesses include the mobility of our families in/out of our school into other district schools and families moving out of the district (20.9%). We have a significant number of students who have experienced trauma and/or are in need of social-emotional support beyond the traditional school counseling services. Students with past or current trauma in their lives are often unable to focus on academics.

Indicate needs related to strengths and weaknesses:

Curriculum work should continue in the area of adding lessons and resources that are more robust in terms of integrating a variety of cultures and ethnicities into our academic work with students.

Our staff would benefit from additional professional development on working with students in poverty and students that have experienced trauma. We provide a school-based therapist to students with mental health needs through Compass Health. Currently, the school-based therapist has a waiting list that currently exceeds the support available.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] Other performance indicators used in analysis:

In addition to student achievement data on state mandated assessments, the school uses Renaissance Learning STAR 360 assessments to identify students' academic needs, evaluate student progress toward goals, and determine adjustments needed to the academic program and intervention methods.

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

Strengths:

The most recent state assessment data from 2020-2021 shows Gladden's student achievement on state-mandated tests have declined in the overall scores of students in 3rd and 4th grades in both ELA and in Math. The 2020-2021 state assessment scores show that 22.9% of Gladden 3rd grade students and 35.9% of Gladden 4th grade students were proficient or advanced in ELA. In math, 16.25% of Gladden 3rd grade students and 24.14% of Gladden 4th grade students were proficient or advanced.

Weaknesses:

Gladden's trend data shows us that our kindergarteners are entering our school at a lower achievement level in ELA each year over the last few years. Thus, by the end of second grade, a significant percentage of students are not reading on grade level according to our screening tool STAR (Renaissance Learning). The most recent state assessment data available is from 2020-2021. The data shows that Gladden 3rd and 4th grade students are below the district and state averages on the MAP in ELA and Math.

Indicate needs related to strengths and weaknesses:

We are in need of more extensive kindergarten readiness support programs in our community. In addition, there is a need to continue alignment of reading and math programs. This includes, but not limited to, training and support in curriculum implementation. Finally, individual support and intervention is needed in order for students to learn missing grade level skills and objectives.

Curriculum and Instruction

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

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

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

Strengths:

An analysis of the Collaborative Work Implementation Survey (CWIS) conducted through the District Continuous (DCI) Framework in the 2021-2022 school year shows our strengths at Gladden include using Common Formative Assessments (CFA) specifically all students participating in CFA's, including students with disability and Data-Based Decision Making related to members of the team demonstrating positive, solution-oriented interactions and effective teaming practices.

Weaknesses:

An analysis of the Collaborative Work Implementation Survey (CWIS) conducted through the District Continuous Improvement (DCI) Framework in the 2021-2022 school year shows our weaknesses include Data-Based Decision Making specifically related to teams reviewing data and reflecting on instruction. Furthermore, there was a noted weakness in Effective Teaching and Learning Practices related to students assessing their progress by using evidence of student work (rubrics or portfolios).

Indicate needs related to strengths and weaknesses:

The school's needs include more access to high-quality professional development regarding reading support materials and training surrounding 1:1 technology for students.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- [x] Staff preparation
- [x] Core courses taught by appropriately certified teachers
- [x] Staff specialists and other support staff
- [x] Staff demographics
- [x] School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

As a district, we are committed to attracting and retaining high-quality staff. When applying to our district, applicants must complete an application through Frontline Education (recruit and hire). This application requires them to provide certification, skills, and any prior experience required for the job they are seeking. Selected administration will go to various area recruitment fairs in order to strengthen and expand our candidate pool. Administrators also encourage qualified candidates from within our district to apply for appropriate positions. Applicants go through the interview process with a strategically designed interview team. They are presented with competitive salary schedules and benefits in order to gain interest in the district. The district works to retain these highly qualified teachers by continuously being competitive with salaries and benefits. They are provided with ongoing professional development, support, and resources needed to be effective. New teachers to the district are also provided a high-quality mentoring program for a period of 2 years. In addition, the mentors and mentees are given documents on which to reflect. New teachers meet with building administration for a minimum of 14 hours a year. There are also round table events that occur quarterly for all new teachers to attend. At these events, Instructional Coaches and, or district and building leadership provide ideas and information to new teachers as support. BSD employees can receive a monetary incentive if they refer an applicant who is approved for hire by the Board of Education and signs a teaching contract. Monetary incentives are used with positions that have been identified by Human Resources as being hard to fill (ex: Special Education Teacher, High School Math Teacher, etc.).

Weaknesses:

We would like to see more staff have advanced degrees. We would like to see a more diversified staff population more closely aligned with our student population. We would like to continue to minimize or limit the number of staff turnovers.

Indicate needs related to strengths and weaknesses:

Attractive district tuition reimbursement program so that we can encourage more advanced degrees, and continue to focus on budgeting for a sustainable and competitive salary schedules. Recruitment efforts from more diversified universities.

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:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved

Health services

- [x]

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Survey Data revealed that Gladden families feel that teachers and staff have respect for their children as it relates to school culture. Parents and teachers value communication and relationships.

Weaknesses:

Survey data revealed that it is important to families that we provide appropriate resources to meet the needs of their students along with valuing the diversity of their child's backgrounds.

Indicate needs related to strengths and weaknesses:

PParent-Involvement survey data revealed a need to provide support through school resources when learning gaps exist.

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:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Our data reveals our average class size remains under the state suggested limit. The school has a mission/vision associated with the building strategic plan. The school climate supports students through relationships with friends, family, and adults at school. Survey data shows the building leader is committed to helping teachers identify goals for growth and effectively communicates important information. The management governance is aligned district wide. The student discipline policy--board policy is used district-wide. Schools focus on the district mission to develop common strategic initiatives.

Weaknesses:

Survey data reveals that professional learning that is individualized based upon teacher input is an area of weakness.

Indicate needs related to strengths and weaknesses:

There is a need to provide teachers with opportunities to collaborate and learn from one another in a structured, yet meaningful way.

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	Staff would benefit from additional professional development on social-emotional learning and trauma informed teaching practices.
2	Access to reading support materials will continue to be a focus, specifically in the area of writing and reading comprehension.
3	Our students will benefit from math instruction centered around conceptual understanding.

Schoolwide Program Hide

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SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Amber Webel	
2	Teacher	Jennifer Mosakowski	
3	Principal	Deanna Feeback	
Plan Development Meeting Dates			
1	Meeting Date	08/23/2021	
2	Meeting Date	05/13/2022	

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

Coordination with Other Federal Programs				
	Federal Titles/Acts	**Program Representative**	**Representative Role**	
1	Title I School Improvement (a)	Deanna Feeback	Principal	
2	Title III EL	Jenny Mosakowski	TESOL Teacher	
3	Title II.A	Kim Mauck	Asst Supt	
4	McKinney-Vento	Sara Jones	Asst. Supt	
5	Title I School Improvement (a)	Kristin Shackelford	Tch Methods Coach	

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	☑ Math	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☑ English Language Arts	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

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

Gladden provides opportunities for students, including subgroups of students, to meet the challenging Missouri Learning Standards through the use of individualized learning opportunities, in small groups, with qualified educators (Learning Mentors) in the areas of communication arts and math. Collaborative teams track student achievement and plan for subgroup instruction. Instructional Coaches provide professional development and coaching to staff so that instructional practice is carried over into the classroom. Coaching in the area of differentiation also occurs. The school uses the MTSS model to guide and facilitate tiered instruction to address specific student and subgroup needs.

Communication arts supplemental instruction is Title I funded while math is paid through other local and state funds.

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☐	☑		
Supplemental Mathematics	☐	☑		
Supplemental Science	☐	☐		
1 Other Teaching Methods Coacl	☑	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

- ☑ **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

1) Learning Mentors
2) MTSS-addresses specific tiered groups to provide academic instruction
3) Teachers are trained in effective teaching and learning practices
4) Instructional coaches provide coaching on differentiation.

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

Description of how strategy/strategies will strengthen

1) Teachers are trained in effective teaching and learning practices through professional development opportunities (Mystery Science, Mathematical Strategies, Instructional Coaches, Common Sense Media, MoEDUSail).
2) Staff receive ongoing professional development regarding conceptual understanding mathematical strategies.
3) Instructional Coaches provide professional development to staff for best practices in effective reading and writing instruction.
4) MoEDUSail provides online modules and surveys for professional development for Collaborative Teams to follow.

- [ ] 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

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- [x] 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

As a staff, we need to continually monitor student data to ensure students are showing continual growth and do not decrease in scores. We will work to continue to use STAR 360 and MAP data to ensure adequate student growth. Students have access to Learning Mentors. Collaborative Teams (CT) will track student achievement and plan for subgroup instruction. Teachers will be trained in effective teaching and learning practices. Instructional Coaches will provide coaching on differentiation strategies and lesson design.

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [x] School-based mental health programs
  - [ ] Specialized instructional support services
  - [ ] Mentoring services
  - [ ] Other

These services are provided to students through local and state funds as well as private grants.

- [ ] **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

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [ ] Instructional coach
  - [x] Teaching methods coach
  - [x] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

    Teaching Methods Coaches along with building administrators will assist teachers in the data team process by aiding in the interpretation of data, providing support in grouping students for intervention, and recommending potential intervention strategies for use in small group instruction. Third-Party Contracts have included Greg Tang, RPDC, and Wilson's Reading that provide professional development to teachers and school personnel based on district strategic planning initiatives.

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

  Describe activities

  Openings for specific subjects and grades are posted on district and building social media accounts. Public Relations professionals create videos to entice potential teachers to the district. Informational sessions provided for new teachers and new to district teachers regarding how to address personal well-being and professional growth. Human Resources sends representatives to college recruitment days. Additionally our HR department offers a monetary incentive to any staff member who refers a candidate who is hired for a certified position that is classified as "hard to fill".

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

  Describe activities

  Most potential Kindergarten students are screened prior to entering Kindergarten. Elementary principals have transition meetings with the Grace Early Childhood principal. Elementary Special Education staff have transition meetings with the Grace Early Childhood Special Education staff.

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

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