

District/LEA: 048-071 LEE'S SUMMIT R-VII Year: 2024-2025

Funding Application: Plan - School Level - 4090 MEADOW LANE ELEM. Version: Initial Status: Returned to LEA

Number

Name

Select District

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

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

## 4090 MEADOW LANE 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

This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The Parent engagement policy is published, distributed, and reviewed/discussed for feedback at various meetings throughout the school year at such meetings as The Annual Title IA meeting, curriculum nights, and at the end of the year annual meetings to discuss the plans for the following school year. The annual Title IA meetings are also provided virtually via Google Meets.

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

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

### POLICY INVOLVEMENT

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

The agenda reflects that the purpose of the meeting is

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

To explain the requirements of Title I.A

To explain the right of parents to be involved.

*Section 1116 (c)(1)*

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

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

Transportation

Child care

Home visits

Funds will not be utilized for these purposes

*Section 1116 (c)(2)*

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

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

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

A timeline is developed with a series of meetings for program development, review, and evaluation throughout the school year. Parent participants are invited and involved in these steps. The meetings for the year are set and developed first through the building leadership team, and then through the PTA calendar to increase parent participation and access. Meeting information is shared via the parent activity calendar, published on the parent Google calendar, published on the schoology parent calendar, and sent out through the building newsletter weekly throughout the year. Title IA annual meetings will be held at the beginning of the year, within the first 4 weeks of the first day of school. At the first meeting, Title IA funding, the building plan, parent and family engagement policy, and family activities that will happen during the year are reviewed. Before spring break parents/families are asked to take a survey regarding their thoughts and recommendations on Family Engagement and Family & Building Activities that happen throughout the school year. At the end-of-the-year Title IA meeting that is held before spring break, parents/families review survey results and make recommendations to the building plan, family & building activities, and the School, Parent, and Family Engagement policy in conjunction with the needs assessment.

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

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

A timeline is developed with a series of meetings for program development, review, and evaluation throughout the school year. Parent participants are invited and involved in these steps. The meetings for the year are set and developed first through the building leadership team, and then through the PTA calendar to increase parent participation and access. Meeting information is shared via the parent activity calendar, published on the parent Google calendar, published on the schoology parent calendar, and sent out through the building newsletter weekly throughout the year. Title IA annual meetings will be held at the beginning of the year, within the first 4 weeks of the first day of school. At the first meeting, the building plan, parent and family engagement policy, and family activities that will happen during the year are reviewed. Before spring break parents/families are asked to take a survey regarding their thoughts and recommendations on Family Engagement and Family & Building Activities that happen throughout the school year that they attended. Final revisions/recommendations are discussed at the end-of-the-year Title IA meeting that is held before spring break, parents/families review survey results and make recommendations to the building plan, family & building activities, and the School, Parent, and Family Engagement policy in conjunction with the needs assessment.

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.

Information about Title IA is reviewed/explained during new parent orientation, published, distributed, and explained at curriculum nights, parent-teacher conferences, PTA meetings, etc. Information and opportunities for parent involvement are shared through teacher and principals' weekly parent emails. Parent-school compacts with copies to remain at home for families to reference throughout the year.

- 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.

The curriculum is made available via district and school websites. Accommodations are made for families without access to the internet. An annual assessment letter is sent home the first of the year and at the point of enrollment. MAP achievement levels are communicated via the principal's email at the start of the school communication.

- 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)*

- Make sure they are in school every day possible
- Check that homework is completed
- Monitor the amount of television watched
- Be aware of my child's extracurricular time and activities
- Stay informed about my child's education by reading all communication and responding appropriately

- 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 participating children to meet the Missouri Learning Standards as follows:

- Retain highly qualified/appropriately certified principals and teachers
- Provide instruction, materials, and high-quality professional development
- Maintain a safe and positive school climate

Hold annual parent-teacher conferences to;

- Discuss the child's progress/grades during the first quarter
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter

Provide parents with frequent reports on their child's progress as follows;

- Weekly packet from the classroom teacher
- Monthly suggestions from the classroom teacher
- Mid-quarter report mailed from the school
- Quarterly grade cards/reports sent home by the school

Be accessible to parents through;

- Phone calls or person-to-person meetings
- Email or other written correspondence
- Scheduled consultation before, during, or after school
- Scheduled school or home visits

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows;

- Attend a parent volunteer orientation
- Listen to children read
- Be a guest speaker, share about your career, on your culture, a different country, talents, etc.
- Participate in PTA meetings, etc.

- 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.

This communication occurs in digital and letter form to parents, through personal communications with the school counselor, administration, teachers, newsletters, and with district administrative support.

- 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.

Various parenting nights occur and corresponding materials are provided for parents to support their children. Topics include curriculum, grade-level learning standards, technology, MAP preparation, bullying, social/emotional well-being, special programs of interest, equity, and parent involvement opportunities, etc.

- 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.

Professional development is provided directly by the district, principal, counselor, teacher leaders and at times, other professional resources.

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.

The school works with local law enforcement, mental health providers, PTA, etc. to encourage parent participation in their child's education.

- 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](#)

## 4090 MEADOW LANE ELEM.

### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/9/2024

## 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:

Meadow Lane Elementary is a very diverse school composed of students from varying socioeconomic and cultural backgrounds. MLE families seek high-quality education and high levels of learning for their children and possess a willingness to partner with the school. District and building events such as ELD Night, musical performances, Kindergarten Kick-Off, and PTA meets are heavily attended by families and extended families.

**Weaknesses:**

We are a suburban school addressing multiple issues often found in the urban core. These include high transient rates, concerning student achievement, homelessness, students being raised by family members or in foster care, lack of proper nutrition, poor medical care, students /families in poverty, lack of mental health services, lack of early childhood involvement, and parents struggling with parenting skills.

**Indicate needs related to strengths and weaknesses:**

Our students need assistance with social and emotional regulation, health and wellness. These areas require staff support and intervention through MTSS and intensive SEL interventions via behavior interventionist support and trauma informed training.

**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:

NWEA, Fastbridge

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

**Strengths:**

Meadow Lane Elementary evaluated academic programming and performance by analyzing local assessment data, demographic data, and MSIP 5, APR data (school), MAP achievement level summaries, demographic data and achievement gap data. Local assessment data includes: AIMSweb data, NWEA data, individual MAP results for students, and standards-based progress reports. The group analyzed the at-risk incident rates, special education rates, attendance rates, assessment data, and the educational environment of our students over the past several years.

**Weaknesses:**

The data drill-down process revealed that the proficiency rate for all students and the super-sub group is below the target level in English Language Arts and especially in Mathematics. While Meadow Lane students have made growth, however, using the data collected, students have still been identified "at-risk" in ELA or Math.

**Indicate needs related to strengths and weaknesses:**

A continued focus on professional learning communities in order for Meadow Lane educators to collaborate and develop action plans for ensuring all students learn grade level priority/essential standards. All students will receive the time and support needed to achieve at high levels to include access to core (tier 1) instruction, small group interventions, and additional opportunities to learn content.

### 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:

There is consistent execution of the district curriculum and consistent resources with grade-level expectations upon a wide review of data including MAP 3-5th grade, NWEA K-5th grade, grade level created common formative assessments, etc. Our staff continues to receive ongoing professional development on grade-level expectations and the implementation of district-wide resources.

Weaknesses:

NEE indicator data from teacher evaluations indicate instructional opportunities to integrate social-emotional instruction into daily lessons.

Indicate needs related to strengths and weaknesses:

Continue to implement an MTSS model that allows for regular progress monitoring of learning and interventions based on data. Meadow Lane Elementary will be implementing a social-emotional curriculum from Collaborative Classrooms and our staff will receive ongoing professional development.

### 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:

High levels of Meadow Lane teachers have earned tenure and hold a master's degree or higher in their education. MLE staff has begun their professional development in working with students from various cultures and 1st languages other than English.

Weaknesses:

Data indicates a pressing need for additional support in addressing student behaviors. The assessment highlights various behavioral challenges impacting student learning and classroom environments. Key areas of concern include disruptions, lack of focus, and social-emotional issues hindering academic progress. The data underscores the importance of implementing targeted interventions and resources to promote positive behavior management strategies, foster a supportive learning environment, and enhance overall student success.

Indicate needs related to strengths and weaknesses:

Continue professional development in social-emotional support strategies and trauma-informed care. Meadow Lane Elementary administration is making a concentrated effort to find and hire high quality, minority staff to support our students.

### 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:

Through the district's partnership with BIST, we will offer parenting classes and webinars as they are presented.

Weaknesses:

Continue to increase participation in school and academic events. Ensure families representing our student demographics are participating in opportunities to connect with the school. Seek ways to host conferences with students.

Indicate needs related to strengths and weaknesses:

Additionally, we have created a community engagement team with family representatives in order to increase family input and dialogue.

### 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:



Behavior RtI is providing behavioral and social-emotional support for students and staff. Meadow Lane Elementary staff have a proactive focus on culture, climate and assisting families facing trauma.

**Weaknesses:**

A need for a certified behavior interventionist is warranted due to a notable rise in disruptive and unsafe behaviors within the school environment. Data analysis reveals an uptick in incidents such as classroom disruptions, aggression, and other behaviors posing safety concerns for students and staff alike. The assessment underscores the urgency of implementing targeted interventions to address these issues effectively.

**Indicate needs related to strengths and weaknesses:**

Increased need for early learning for our young learners as they enter into Kindergarten and school with minimal or no exposure to a school environment or expectations. This is an area that needs direct intervention as our pre-K students come in with little or no exposure to school and formalized learning.

**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 | Examination of assessment data reveals gaps in student proficiency across essential standards, indicating a need for targeted instructional interventions in ELA and Math.<br>By leveraging PLCs, educators can collaboratively analyze student data, share best practices, and develop targeted instructional strategies aligned with essential standards. |
| 2 | Data indicates a pressing need for additional support in addressing student behaviors. The data underscores the importance of implementing targeted interventions and resources to promote positive behavior management strategies, foster a supportive learning environment, and enhance overall student success.  |
| 3 | A need for a certified behavior interventionist is warranted due to a notable rise in disruptive and unsafe behaviors within the school environment.  |

**Schoolwide Program** [Hide](#)

**4090 MEADOW LANE ELEM.**

**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 checked="" type="checkbox"/> Math	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"/>
2	<input type="checkbox"/> Reading	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"/>
3	<input checked="" type="checkbox"/> English Language Arts	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"/>
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 type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" 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

A regular review of student data and effective instructional practices that help students meet the challenging Missouri Learning Standards. These also encourage student monitoring of their own learning goals and progress.

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

Description of how strategy/strategies will strengthen

Instructional strategies centered on intentional work surrounding essential learning standards, formative data, and the need to adjust our practices to ensure each student achieves mastery through the use of Mutli-Tiered Systems of Support. Teachers engage in professional learning communities by collaborating over student data and generating plans of action to address when students already know the standards and when they do not.

- 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

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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

Strategies will be utilized during intervention blocks and during pre-teaching of curriculum standards. Response to instruction and corresponding intervention resources will assist students in meeting individual goals.

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

An additional behavior interventionist supports SEL via pushing into the classroom to help facilitate appropriate responses, self regulation techniques, and conflict resolution. Applying a trauma informed approach to SEL will allow students to better access the general education classroom by reducing time out of instruction.

- 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

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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.

School Level Plan Home Print Cancel Print Mode

**District/LEA Comments**

**DESE Comments**

**Email:** [amy.dutcher@dese.mo.gov](mailto:amy.dutcher@dese.mo.gov)

**Current User:** DESEPUBLIC

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