

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

Funding Application: Plan - School Level - 5020 WESTVIEW ELEM. Version: Initial Status: Submitted

☒ 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](#)

5020 WESTVIEW 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.

Westview will publish and distribute the Parent Engagement Policy through newsletters, emails, and parent/teacher conferences. The policy is also available at Title IA events and parent meetings. The school will incorporate feedback mechanisms, such as surveys to gather information for planning purposes in the upcoming school year. Overall, the school aims to foster a collaborative relationship with families to ensure they are fully engaged in the educational process.

- ☒ 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. Feedback is critical to improve the plan and create a positive relationship with the families at Westview.

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 as students enroll throughout the year. A review of the Information is also found in published parent communications, distributed and explained at school events, parent- teacher conferences, PTA unit meetings, etc. Along with an annual informational meeting held in the fall about Title IA that all parents/guardians are invited to participate in.

☒ 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. An annual letter is sent home the first of the year and at the point of enrollment. Parents have access to the student handbook, which lists curriculum utilized in grade level classrooms. MAP achievement levels are communicated via the principal's state of the school communication or at the earliest meeting with parents when MAP data is available from DESE. NWEA assessment results will be shared with parents during parent/teacher conferences in fall 2024 to discuss goals.

☒ 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 as attendance is crucial for success
- Assist children with their homework and check that it is completed
- Provide evening routines that are consistent and allow for ample amount of sleep
- Charge Chromebooks every night
- Monitor the amount of screen time used including television, chromebook, and video games
- Be aware of my child's extracurricular time and activities
- Stay informed about my child's education by reading all communication and responding appropriately
- Attend curriculum nights and school events
- Demonstrate a positive, growth mindset
- Maintain open communication with teachers to stay informed
- Demonstrate a positive attitude about learning and modeling behaviors such as reading or furthering their education

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

The school will utilize 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
- Employ effective teaching methods and instructional strategies

Hold annual parent-teacher conferences:

- Discuss the child's progress/grades during the first quarter
- Discuss the child's previous spring MAP scores/fall NWEA data to set goals for the current year
- 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 communication from the classroom teacher
- Monthly suggestions from the classroom teacher
- Quarterly grade cards/reports sent home electronically by the school

Be accessible to parents:

- 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:
- Complete online 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 and activities, etc.

Offer Support and/or Resource Services:

Resources offered where needed such as counseling or special education, or interventions for students who need additional assistance or accommodations.

- ☒ 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.

Parent communication occurs in letter and digital form, through personal communications with the school counselor, administration, and teachers with district administrative support. This will be through Title IA surveys, principal communications, and the PTA communication. Teachers will review individual student progress during parent/teacher conferences and communicate ways to assist their child at home.

- ☒ 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 events occur, and corresponding materials are provided for parents to support their children academically and social-emotional. Topics include curriculum, grade-level learning standards, MAP preparation, bullying, cyber safety, etc. During parent/teacher conferences, teachers will give examples and suggestions on how to practice and reinforce skills identified as needing improvement.

- ☒ 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.

Educating school personnel on working with parents involves fostering empathy, communication skills, and dignity/belonging training. Professional development is provided on active listening, conflict resolution, and understanding diverse family dynamics. Encouraging collaboration between educators and parents, emphasizing mutual respect and shared goals for the child's education.

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 Burrell Youth Services, PTA, Partners in Education, 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](#)

5020 WESTVIEW 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

4/15/2024

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:

Westview Elementary provides quality education through consistent execution of district curriculum and grade level review of data including MAP, NWEA, Fastbridge, formative assessments etc., quarterly. Other strengths indicated through surveys include positive relationships with families, welcoming environment, provides understandable data and overall school events were seen as effective by families.

Weaknesses:

Westview Elementary commonly has students who lack school readiness skills. Westview staff works to identify struggling students and provides support to those students through identified strategies such as MTSS, classroom differentiation and small group intensive instruction. Family survey indicates a need to improve and increase communication and a desire to continue providing opportunities for families to be involved in the school community through building wide events.

Indicate needs related to strengths and weaknesses:

Continue to identify student needs such as high transient rates, lack of proper nutrition, poor medical care, students/families poverty, lack of childhood involvement and under-resourced families. Westview will continue to implement a multi-tiered systems model that allows for regular progress monitoring of learning that includes academic and social/emotional learning in all levels of instruction.

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:

Fall, Winter, and Spring NWEA scores will be available for review to show growth for individual students, cohort groups, and grade level. Progress monitoring scores through Fast Bridge and Numeracy Consultants will be kept on file for review providing additional data on individual student growth over time.

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

Strengths:

Once Spring 2024 testing is completed, data will be reviewed by administrators and teachers.

Weaknesses:

Spring 2023 MAP scores show the building average for Math improved 5% from the 2023 scores. The ELA building average decreased by 1.9%.

Increasing representation of knowledge on state assessments continues to be an area of growth for the 2024-2025 school year.

Indicate needs related to strengths and weaknesses:

Continued support for math for students and content PD is needed for teachers as we work with Eureka Math and UFLI supports. Kindergarten through 5th grade teachers continue to work on closing achievement gaps for students with a focus on reading and math. Students scoring below the 40th percentile on the NWEA assessments will participate in specialized intervention focusing on individual academic needs.

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 district curriculum and grade level expectations of reviewing data including NWEA, progress monitoring of individual goals through Fast Bridge, formative assessments etc. For the year 2024-2025 there is a focus on strong tier one instruction and providing additional support as needed.

Weaknesses:

2023 MAP scores show a need for in person instruction and a need to address achievement gaps for several students, curriculum recovery continues to be a focus to assist in continued learning. During the 2023-2024 school year we continued to utilize the district intervention resource, numeracy consultants, for the area of math. Numeracy consultants provide specific learning needs for students and will continue to be used during the 2024-2025 school year. We will also utilize UFLI for explicit phonics instruction in K-2nd classrooms.

Indicate needs related to strengths and weaknesses:

Continue to implement a response to instruction model that allows for regular progress monitoring of learning.

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:

69 percent of professional staff have advanced degrees for the 2023-24 school year.

Weaknesses:

The Westview hiring teams will continue to identify highly qualified applicants that may increase the diversity of staff to more closely represent the current student population.

Indicate needs related to strengths and weaknesses:

Continue professional development in equity and diversity, social and emotional support strategies, trauma-informed, and classroom behavior management strategies to allow for focus to be on academic instruction. Specific training, such as LETRS, will continue to strengthen ELA instruction.

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:

The 2023-2024 Title IA survey was used to evaluate the 2023-2024 school events, activities and overall feelings of families at Westview. The survey results help us plan events for the 2024-2025 school year. Overall, the results of the survey were positive with families feeling welcomed, heard and supported by Westview Staff.

Families felt that all events were valuable, especially those centered around student learning. Parents felt they were well informed about their child's progress through the year.

Weaknesses:

Westview will encourage participation in family and community engagement events. According to the 2023-2024 Title IA survey families would like to see better communication and opportunities for family involvement to learn together through school wide events.

Our youngest learners come to school lacking school readiness skills. We will focus on identifying these students quickly in order to give support early in the year and partner with parents through communication as needed as well as provide resources when needed

Indicate needs related to strengths and weaknesses:

Continue to increase participation ensuring families representing our student demographics are participating in opportunities to connect with the school.

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:

Academic and Behavior MTSS strategies provide support for students and staff. We focus on culture and climate annually. Our four title paras provide small group intensive instruction for our students with the highest academic needs. These small groups allow instruction to be individualized and are in addition to the tier one instruction received within the classroom setting. As some students enter WVE below grade level, these title paras are able to provide additional instruction to provide early intervention, so students experience academic success.

Weaknesses:

Maintaining low class sizes is valuable for providing differentiated instruction that meets student learning needs. An annual review with all stakeholders regarding the school's mission and vision is also essential. Staff work together to design approaches that meet the needs of our students.

Our school is not without its challenges. A number of students enter school lacking the necessary school readiness skills and are below grade-level expectations in math and reading. However, we are fortunate to have a team of dedicated professionals, including our four title paraprofessionals, math interventionist, and reading interventionist. These individuals play a pivotal role in our early identification of student needs and provide intensive, targeted instruction to address these specific areas.

Indicate needs related to strengths and weaknesses:

Consider feedback from Team Lee's Summit to gauge staff satisfaction. Review Panorama survey result to monitor staff needs and feelings regarding climate and culture.

Continue the use of our four title paras and math interventionist to meet the needs of our students providing additional instruction in the area of reading and math. Our paras and interventionist will continue to collaborate with grade level teachers on useful resources to meet student needs. They will work with students both inside and outside the general education classroom setting.

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	Our greatest need is staffing for supplemental Math and ELA teachers and Paraprofessionals.
2	Provide instruction opportunities that foster student ownership of learning.
3	Response to Intervention (RTI and MTSS) support(s) continue.
4	Increase the sense of belonging for professional and certified staff through the work done by the "D" team (Dignity/Equity work).

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

The above allows for 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

Teachers receive professional development on and implement instructional best strategies with high effect size per education research.

- ☐ 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)

- ☒ 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

Identified students will participate in intervention blocks with intervention resources supported by the district as well as strategies being utilized during pre-teaching of curriculum standards and during tier 1 instruction. A Multi-Tiered Support System and corresponding intervention resources will assist students in meeting individual goals. Small group intensive instruction is possible because of our four title paraprofessionals and our math and reading interventionists. Our title team is able to provide support for a high number of students in kindergarten through fifth grade. We are continuing to monitor the .5 time math interventionist position effectiveness.

Activities will (mark all that apply)

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

☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs
- ☐ Access to coursework to earn postsecondary credit
 - ☐ Advanced Placement
 - ☐ International Baccalaureate
 - ☐ Dual or concurrent enrollment
 - ☐ Early college high schools
 - ☐ Other

☒ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☐ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- ☐ Delivery of professional development services
- ☐ Instructional coach
- ☐ Teaching methods coach
- ☐ Third party contract
- ☐ Other

☐ **Professional development activities that address the prioritized needs**

Describe activities

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

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- ☐ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☐ Title I.A (required)
- ☐ State and Local Funds (required)
- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☐ Title II.A
- ☐ Title III EL
- ☐ Title III Immigrant
- ☐ Title IV.A

- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)
- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- ☒ Yes
- ☐ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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