

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

Funding Application: Plan - School Level - 4060 LEE'S SUMMIT 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.

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

4060 LEE'S SUMMIT 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 plan is also available on our building website under the documents tab.

☒ 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 Meet Your Teacher Night, published, distributed and explained at curriculum nights, Title IA information nights, parent teacher conferences, PTA unit meetings, etc. Information is also available on our building website under the documents tab.

- ☒ 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. Kindergarten holds curriculum nights and all other grade levels provide curriculum presentations electronically to parents. Accommodations are made for families without access. 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 start of the school communication or at the earliest meeting with parents MAP data is available from DESE.

- ☒ 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, on time, every day possible and when they are unable to be in attendance communicate with the office so the school is aware my child will be absent with the reason for absence.
2. Check that homework is completed.
3. Stay informed about my child's education by reading all communications from the school and responding appropriately in a timely manner.
4. Be aware of my child's extracurricular time and activities.
5. Be informed about the curriculum and programs my child uses.
6. Visit and/or volunteer in my child's classroom/school as my schedule allows.
7. Set aside time each day to discuss with your child their school day, new learnings, experiences, etc.
8. Participate in one or more family events at Lee's Summit Elementary.
9. Encourage and have conversations about good digital citizenship with my child.
10. Ensure my child cares for and brings their fully charged Chromebook and headphones each day.

- ☒ 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 ensures students meets learning objectives as follows

1. Retain highly qualified principals and teachers, who participate in on-going professional development.
2. Engage students in the R-7 curriculum.
3. Teach and promote a growth mindset for all students.
4. Share monthly learning objectives for all grade levels with families in the building newsletter.
5. Maintain a safe and positive school climate.

Hold annual parent-teacher conferences to -

1. Discuss the child's progress/grades during the first quarter (October 25-26)
2. Discuss the child's progress/grades as needed throughout the year.
3. Discuss the child's progress/grades during an optional 3rd quarter conference.
4. Discuss this compact as it relates to the child's achievement.

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

1. Suggestions from the classroom teacher.
2. Quarterly progress reports accessed in writing or electronically.
3. Share progress for students in the MTSS process with parents.
4. Examine the child's achievement, and any pending options during the school year (Tutoring, Summer Learning Institute, Summer Learning Packets, Retention, etc.)

Be accessible to parents through -

1. Weekly information from Schoology Cougar Chronicles.
2. Phone calls or person-to-person meetings.
3. Email or other written correspondence.
4. Social media or communication apps.
5. Scheduled meetings before, during, or after school.
6. Scheduled school or home visits.

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

1. Complete orientation to be a parent volunteer
2. Listen to children read; help with classroom decorations, programs, projects, etc.
3. Be a guest speaker; share about your career, culture, talents, etc.
4. Assist with holiday programs or parties, educational trips, etc.
5. Participate in school groups (PTA teams, Volunteers, 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 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 parent nights occur and corresponding materials are provided for parents to support their children. Topics include, Curriculum, Grade level learning standards, Multicultural Awareness, Homework Assistance, STEAM, Assessment/Test Strategies, Foundational Reading Skills, Problem Solving Skills, Math Nights, Digital Citizenship and Safety, and Social/Emotional Regulation, and Ways to Continue Learning over Summer Break.

- ☒ 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 principal, counselor, Reading and Math Specialist, BIST consultant, Online Resources, District Professional Learning Pathways, Our Regional Professional Development Council, and at times other professional resources as deemed necessary by students, families, and staff.

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 district school resource officers, Impact officers, mental health providers, Lee's Summit Cares, 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](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

☒ A comprehensive needs assessment of the entire school has been conducted.

☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/9/2024

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:

There is consistent execution of district curriculum and grade level expectations upon a wide review of data including MAP, NWEA, FastBridge, and formative assessments, etc. Other strengths indicated through survey includes relationships with families, academic growth with students that remain at LSE over time, and additional support of staff provided through use of Title 1 funds. Our Tier 1 instruction is strong, but our MTSS instruction is better than ever with our hiring of Title 1 certified teachers versus paras. Our students that are receiving MTSS support are showing huge gains on NWEA. This is true for students in all subgroups, especially in the area of math. Our academic gains in our Kindergarten - 2nd grade are substantial in both reading and math.

Weaknesses:

As our academic data has shown significant growth in the 23-24 school year in grades K-2 with a strong focus on foundational reading skills and number sense with data talks - our students in 3-5 are continuing to show gaps in learning that is still at the foundational level and must be addressed below the grade level skill set. Working with our MTSS specialists and curriculum specialists to bring in some of that work at the Tier 1 level while also diving deep into test stamina, reading stamina, and overall test taking skills so that students can truly show all that they know will be woven into the plan.

Indicate needs related to strengths and weaknesses:

Continue to implement multi-tiered systems model that allows for regular progress monitoring of learning that includes academic and social/emotional learning in all Tiers of Instruction. All grades have time built into their classroom schedules for MTSS time for both reading and math during the week. Flexible grouping of students that allows for students to receive instruction to fill in gaps at their level of learning is also a need identified. More specific time will be built into the schedule for use of data talks with students, goal setting, and celebrations.

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, Being a Reader Set Assessments (K-3), Screeners for students following below the 40th percentile on NWEA in SIPPS and Numeracy Consultants.

Summarize the analysis of data regarding student achievement:

Strengths:

In grades 3-5, 31.55% of students met their growth goals in ELA while 37.68% of students met their growth goals in math. The picture is very different in K-2 grades. In Kindergarten 90% of students are at the 40th percentile or above in phonological awareness, 76% of students are at the 40th percentile in phonics, and 88% of students are at the 40th percentile or above in language comprehension. In 1st grade, 86% of students are at the 40th percentile in phonological awareness, phonics, and language comprehension.

Weaknesses:

We began implementing a core phonological awareness and phonics program with the KG class of 2022. That same class is now being taught with the same system as 1st graders. The same growth is being seen in this year's KG. We are starting to see gains at the same level no matter the socio economic status or background of the student. As of the end of 2024, All teachers at LSE have been trained in the same systems and will be implementing those strategies for small groups and some Tier 1 for students. Our goal is to spiral the missing skills we are seeing in grades 4 and 5 to support the Tier 1 curriculum.

Indicate needs related to strengths and weaknesses:

We must focus on growth in grades 3-5 in both reading, math and ELA. We believe reading and test stamina play a role in actually seeing results in students as our test data in some populations of students does not match classroom data.

We will focus on filling gaps in learning for all grades, but specifically grades 3-5 in reading and math at the Tier 1 level, with the assistance of district specialists to look at data and practices

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 upon a wide review of data including MAP, NWEA, and Panorama student/staff data. Our teachers utilize curriculum with fidelity and by the end of 2024, all K-3 staff will be trained in LETRS

Teachers utilize NWEA learning continuum, and formative assessments to guide instruction.

There is consistent teaching of social/emotional strategies to assist students in staying regulated during the school day.

Weaknesses:

Continue to implement a multi-tiered systems model that allows for regular instruction in missing skills and progress monitoring of those skills. More spiraling of the missing skills in grades 3-5 to the current curriculum in reading and math to close the gap and assist in acquisition of grade level concepts.

Indicate needs related to strengths and weaknesses:

Continue to implement a multi-tiered systems model that allows for regular instruction in missing skills and progress monitoring of those skills with focus on goal setting and data use with students.

High Quality Professional Staff

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

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

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

Strengths:

100 % of staff are certified in the area in which they teach. Lee's Summit Elementary has a diverse staff. Full-time staff are now 28% minority and 17% male.

Weaknesses:

Anytime we have a new opening, we strive to increase diversity of our staff to better match the diversity of our students.

Indicate needs related to strengths and weaknesses:

Our staff will participate in district Professional Development Pathways with emphasis in ELL, MTSS, LETRS, Engagement strategies, and how to look at data. We will continue our focus on belonging and social/emotional learning for all students. We will continue our focus on strengthening our MTSS system and use of interventions with fidelity across all grade levels. We are changing our Clubs time on Fridays to incorporate one Friday a month for family meeting time to address empathy, kindness, and character traits that assist in grit and stamina.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- ☒ Parental involvement
- ☒ Communication with parents
- ☒ Policy Involvement
- ☒ Parent education
- ☒ Support for special needs and underserved
- ☒ Health services

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

Strengths:

We continue to add more family and engagement events each year. Our Hispanic Heritage Week was a huge success. This year we will be adding a cultural arts assembly each quarter that matches celebration weeks throughout the year. We will also be bringing in local families/community members to talk about their careers during those celebration weeks.

We have added a culminating family event in May - our End of Year celebration and Literacy Night so that families can kick off the summer together.

Weaknesses:

We will continue to communicate events via schoology, the weekly newsletter, and with text reminders. The building calendar will be published with all events prior to the start of the school year with reminders prior to each event. We will be printing grade cards quarterly per our family survey instead of just posting them electronically.

Indicate needs related to strengths and weaknesses:

We will also be offering an optional spring parent teacher conference for families as identified as a need through our needs assessment.

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:

We support behavior needs with an "our kids" approach. Staff members all work together to build relationships with students to find strengths in them and assist them in learning missing skills. We use Zones of Regulation to assist students in identifying emotions and Kelso's Choices to help them learn strategies when solving conflict.

Weaknesses:

We will implement our Peer Mentors program with our older students to our Younger students to assist in learning positive skills needed to be successful in all environments. This also teaches leadership capacity and meets the needs of our early learners in needing mentors.

Indicate needs related to strengths and weaknesses:

We will assess students in both reading and math within their first 2 weeks of coming to LSE, then design a plan for what strengths or areas of need they may have so that we can assist them in being their best self.

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 Hire Certified Teacher for intervention in the area of ELA and Math instead of paraprofessionals to reduce turnover of staff and have the most skilled professionals working with our students with the highest deficits in ELA and Math.

2	Systematically review student achievement data and implications that have for lesson plan guidance, MTSS support, then develop data goal setting to review with students and share with their families on a regular basis for partnership between home and school.
3	By using student data to Identify gaps in learning in Math, ELA and Reading. We develop our instructional plan to meet specific child's needs, specifically, parents and staff asked to keep Lexia for personalized learning in the area of literacy that can be used at home.
4	Professional development for staff in content instruction, MTSS, social/emotional/regulation strategies, and belonging.

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)*

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 checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input 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="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 allow 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. Especially in the areas of foundational reading skills, number sense, cognitive engagement, and regulation strategies.

☐ 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

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

- ☐ **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.

School Level Plan Home

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District/LEA Comments

DESE Comments

Email: amy.dutcher@dese.mo.gov

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