



District/LEA: 022-093 OZARK R-VI Year: 2024-2025

Funding Application: Plan - School Level - 4080 EAST ELEM. Version: Initial Status: Submitted

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](#)

4080 EAST 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.

Parents serve on the parent advisory committee. The policy is shared at parent meetings. Input is sought.

- ☒ 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.

The parent advisory serves as a vehicle during the school year to support the process. Parents are invited and can attend the required Spring Title I.A Evaluation Meeting to help in the planning, review and improvement of the Title I.A program. During those meetings we look at past years data and areas that need focus or improvement. We review past parent survey data and also encourage parents to complete new surveys to seek continued input each year.

- ☒ 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.

Parents serve on the advisory committee that plans, reviews and revises this policy. The district plan is shared with advisory. Input is gathered and revisions are made if needed. Parents are invited and can attend the required Spring Title I.A Evaluation Meeting to help in the planning, review and improvement of the Title I.A program. These meetings would be where we would look at policies review and plan for improvement. Parent survey data is reviewed. Parents are involved in the meeting and are encouraged to share ideas for policy implementation and programming through surveys, conversations with teachers and administrators and in their PTA meetings.

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.

Informational meetings are held about the services provided. There are parent meetings including family game night/reading nights, etc are held. Open House is held at the beginning of the school year. Parent /teacher conferences are held in the first semester and as needed. Website, enews, parent app, email, phone calls are all ways used to disseminate information.

- ☒ 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.

An overview is provided at the beginning of the year meeting specific to the learner, along with parent teacher conferences. Implementation of balanced mathematics and Comprehensive Literacy (PCL). This includes balanced math, Math Advantage, Math Recovery, and the Comprehensive Literacy Model.

- ☒ 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 my child is in school every day possible and arrives on time and stays all day.
Stay informed about my child's education by reading all communications from the school and responding when needed.
Have your child complete any work sent home.

- ☒ 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.
Retain highly-qualified principals and teachers.
Provide instruction, materials, and high-quality professional development which incorporates the latest in educational research.
Maintaining a respectful, safe and responsible school climate.
Accessible to parents through phone calls, emails, or scheduled conferences.

- ☒ 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.

Meetings are held describing expectations (standards, assessments). Parent involvement events are aligned to the practices Parent teacher conferences are held in the fall and as needed for all parents. Report cards are provided quarterly.

- ☒ 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.

Parent involvement events include resources aligned to the student instructional needs. Family game night / literacy nights will be held, demonstrating the support for literacy and math. Parent involvement activities are provided to give an opportunity for the parent learn the effective strategies to support the learners.

- ☒ 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 throughout the school year, during PD academy, PLC meetings, team meetings, and after school pd to enhance the communication. Effective strategies are demonstrated.

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.

Parents are encouraged to participate in their child's education, beginning with Parents As Teachers. Churches and community groups are involved. The county library is also involved in providing support to encourage the academic growth of students. The Ozark Cares Network works to support the removal of barriers for families. Social workers are vital in finding resources for our parents.

- ☒ 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

4/18/2024

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 a highly stable enrollment. Attendance is high for most students.

Weaknesses:

Students who miss significant amounts of school perform slightly lower on academic assessments. Students who are highly mobile don't perform as well academically.

Indicate needs related to strengths and weaknesses:

Additional layered target instruction at early stages of education. The classroom model should be layered and the consistency among grade levels should continue.

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:

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

Strengths:

More students are scoring in the proficient and advanced levels. There is a need to address the literacy and math needs of students at the basic and below basic levels.

Weaknesses:

There are still students performing at the basic/below basic levels. Students of poverty score below the other students in the school.

Indicate needs related to strengths and weaknesses:

More targeted interventions aligned to the specific needs of the student - (CIM). There is a need to address the literacy and math needs of students at the basic and below basic levels. Early literacy and reading achievement are a focus. Using Title I funding to provide staff in the areas of reading and supplemental reading to help improve reading achievement is a need. More focus on early literacy with trained staff is an identified need that we use Title I funds to provide. Maintaining a high level of engagement and motivation with students through curriculum, manipulative, technology are strategies that teachers are consistently trying to improve, which will help improve student achievement.

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 alignment between curriculum and instruction.

Weaknesses:

Ensuring that collaboration and layering are the norm.

Indicate needs related to strengths and weaknesses:

Resources to support collaboration and layering of instruction. Support more collaborative and targeted interventions around the individual student who struggles. Using title I funds to provide books, literacy materials, manipulatives and other curricular items is a need that has been identified. Leveled reading books and math manipulative aide students in their learning journey. Using curriculum and materials that add high engagement and motivation to students which will in turn improve student achievement. Providing those students with the tools to ensure high engagement and motivation will establish that well rounded student who can achieve at a higher level.

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:

Teachers certified in the areas they teach. Curriculum standards provide a basis for high levels of performance expected with the benchmarks. Meet routinely; teaming by grade level, PLC meetings.

Weaknesses:

Additional strategies to ensure collaboration around the individual student receiving multiple layers of support.

Indicate needs related to strengths and weaknesses:

Provide training regarding data analysis tied to appropriate instructional strategies. Also more experiences built on effective collaboration regarding student learning. Provide more specific training around specific targeted tiered interventions in literacy (CIM) and math. Ensure alignment with best practices for the classroom in both literacy (PCL) and mathematics. Title I funding is used to provide teachers with professional development to ensure best practices are available to students. Professional development opportunities in the areas of literacy and math are a priority identified.

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:

Parents participate in the activities of the school at a high level.

Weaknesses:

The at-risk population is less involved in the school activities due to work issues, etc.

Indicate needs related to strengths and weaknesses:

Provide varied opportunities for family and community engagement. Also provide additional professional development for the staff. Continued opportunities to focus on the impact of family/community engagement and the relationship with strong academic support. Providing those collaborative opportunities will establish relationships that will allow all stakeholders to work together for each student's learning. Activities such as literacy & math night are activities that Title I funds can be used to impact that family and community engagement.

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:

Teachers and staff are committed to the success of Ozark Schools and specifically East elementary. Class sizes remain relatively low. Primary grades are kept even lower.

Weaknesses:

With the additional growth in the community there is a greater need to keep school/ family and community engagement high.

Indicate needs related to strengths and weaknesses:

Professional development around building a positive school as it grows and changes. As the district and school population grows knowing the population of both students and families - this allows for better communication. Continued collaboration between families, school and community are a need.

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	Ensuring best practices and fidelity with our model of Comprehensive Literacy (PCL) and Balanced Math (Ainsworth) including CIM, Reading Recovery, Math Recovery and Math Advantage. Providing reading and literacy instruction with supplemental staff to help support our young learners is an identified need. A highly identified need is extra instructional staff. Teaching methods coaches are a high need to assist teachers and help with intervention. Provide curricular opportunities and materials that add engagement and motivation that will ultimately improve achievement.
2	Target interventions to the specific needs of students. Ensure there is alignment with classroom instruction. Increase collaboration around individual student learning among the educators who serve the student. (PCL team meetings, PLC) Increase collaboration between/among teachers who serve specific students who receive targeted tiered instruction. Teaching methods coaches are an identified high need area that will assist teachers and help students with intervention.

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development		
Team Member		
Team Member Role	Team Member Name	

1	Parent		
2	Teacher		
3	Principal		
4	Other Administrators		
5	Specialized Instructional Support Personnel		

Plan Development Meeting Dates			
1	Meeting Date	04/19/2024	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A		Federal Programs Director
2	Title III EL		Federal Programs Director
3	Title III Immigrant		Federal Programs Director
4	Title IV.A		Federal Programs Director

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☒ Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input checked="" type="checkbox"/> Other Reading Recovery	K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
☒ Pull out/resource classroom
☒ Push in/regular classroom
☐ Summer School
☐ Tutoring (before-or-after-school)
☐ Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	

Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other Reading Recovery	<input checked="" 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

Reading Recovery/Comprehensive Intervention Model is implemented. Layers of support are provided. Collaboration among those who serve the students is required. This requires the careful analysis of individual student data to ensure that the students strengths The Comprehensive Literacy Model will be implemented. (PCL).
Mathematics - Math Advantage/Math Recovery is implemented.

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

Description of how strategy/strategies will strengthen

The implementation of the Comprehensive Literacy Model (PCL) aligned with best practices will support the academic program. The components include classroom instruction aligned with tiered intervention. It is built with the support of the trained PCL coach. The workshop model with small group, whole group, and 1:1 support will be provided.
Balanced mathematics, built on best practices with the classroom. Collaboration among teachers is implemented.

☐ **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

Data will be analyzed to target interventions. CIM will be implemented for literacy. The strategies of the Math Recovery/Math Advantage will be implemented. The focus will be on the understanding the individual learner and how instruction can be focused on his/her strengths and instructional needs.

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

Job embedded professional development is a key component. PLC meetings are held at all levels. Coaches will receive additional training regarding best practices for implementation, targeted interventions, and data analysis. Reading Interventionists will also receive additional training and support around best practices, targeting interventions and data analysis. Teacher training will be layered and focused on tiered interventions. Administrators will receive additional support regarding supporting and monitoring. The district will continue RTI (Response to Intervention) professional development that will enable teachers to identify tier I strategies for students which will enhance their learning. Assessment and engagement training for the district will be layered in with the RTI so that teachers can measure the effectiveness of their teaching by linking student performance to specific learning objectives.

☐ **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.

Save Comments

School Level Plan Home

Print

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District/LEA Comments**DESE Comments**

Email: lauren.hardwick@dese.mo.gov

Current User: FitzpatriK

Improving Lives through Education

Ver.