

District/LEA: 096-090 PATTONVILLE R-III Year: 2024-2025

Funding Application: Plan - School Level - 5040 PARKWOOD 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](#)

5040 PARKWOOD 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 are invited to suggest meaningful revisions to the policy at the annual Federal Programs meeting or at the annual Title I meetings held at each school. Parents are encouraged to contact their child's school or the district Federal Programs Coordinator with questions or concerns regarding the policy. Information is obtained from each family during the district's enrollment process yearly.

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.

Parents are involved in developing the Title I.A/Schoolwide program plan through participation in School Improvement Team planning meetings, the annual Title I.A parent meeting and the annual Federal Programs evaluation meeting. In addition, parents are invited to participate in an annual Federal Programs survey to provide meaningful feedback 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.

The parent and family engagement policy was jointly reviewed by parents, staff and representatives from the LEA policy at the annual Federal Programs evaluation meeting held on April 3, 2024.

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.

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. The purpose of the meeting is to inform parents of their school's participation in the Title I.A program, explain the requirements of Title I.A and explain the right of parents to be involved. The parent and family engagement policy, parent/school compact, notification of teacher qualifications and School Improvement Plan, which contains the school-wide Title I.A plan, are disseminated through hardcopy and posted on the school website.

- 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.

Each Title I.A school uses a variety of means to disseminate information regarding curriculum, academic assessments and MAP achievement levels to parents. Curriculum and academic assessments are reviewed at the annual Title I.A meeting at the beginning of the school year and at parent/teacher conferences, as appropriate. The curriculum is also made available via the district's website. Letters regarding assessments are sent home at appropriate times throughout the school year. MAP Individual Student Reports are disseminated in accordance with the guidance provided by 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)*

At Parkwood School, parents play an important role in student achievement. Parents and teachers work together in partnership to reinforce the value of high levels of student achievement outlined by the Missouri Learning Standards. At home and school, parents and teachers will work together in the following manner:
-Parents and teachers will communicate to share concerns throughout the year and at parent teacher conferences.
-Teachers will be accessible to parents through phone calls, emails and/or person-to-person meetings.
-Students will come to school ready to learn and will read every day.

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

The Title I program provides instructional support in reading, writing, language, science and/or math. At Parkwood School, services are provided for students in the following manner:
-Students are offered daily, differentiated instruction in reading, writing, language and math.
-Students are offered hands-on STEM experiences in grades 1-5.
-Students who struggle in reading may receive supplemental remedial support for 40 minutes each day in grades K-5.
-Students who struggle in math may receive supplemental remedial support for 40 minutes, three to five times weekly in grades 1-5.

- 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.

Parkwood Elementary School provides assistance to parents and families in understanding the Missouri Learning Standards, the Missouri Assessment Program, local formative and interim assessments, and progress monitoring efforts through curriculum nights, parent/teacher conferences, school newsletters, the school website, and the annual Title I.A parent meeting. Regular and frequent parent/school communication helps parents and educators work together for the benefit of their children.

- 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.

At Parkwood School materials and training are provided on a regular and frequent basis to parents, so that they may assist with their child's schoolwork. Curriculum nights, parent/teacher conferences, school newsletters, the school website, and the annual Title I.A parent meeting are opportunities the school uses to share with parents.

- 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.

At Parkwood School, the school principal and instructional coach provide ongoing, appropriate professional development to their teachers and support staff. On certain professional development days, the staff discusses the value and utility of contributions of the parents and strategies to communicate with parents. The staff also discusses the importance of treating parents as equal partners in the education of their children, and the staff brainstorms ideas that will build lasting ties between parents and the school. The Parent-Teacher Organization provides opportunities for parent involvement and training.

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.

At Parkwood School the principal and instructional coach in partnership with the Parent-Teacher Organization coordinate and integrate parent involvement programs and activities with other school and district programs regardless of the funding source. Parents are encouraged to volunteer in the school and classroom in educationally meaningful ways as tutors, readers, and small group helpers. Parents are encouraged to be an active part of the school Parent-Teacher Organization.

- 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](#)

5040 PARKWOOD 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

2/27/2024

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:

Parkwood serves 428 K-5 students. The following ethnicities are represented: Asian, 3.7%; Black, 37.9%; Hispanic, 8.2%; Multi-racial, 12.1%; and White, 37.9%. The attendance rate for the 2021-2022 school year was 70%. While enrollment remains steady, student mobility is a concern as 21% of students have either moved in or out of Parkwood. The discipline incident rate, as reported to DESE, is 0%. 10.1% of the school's enrollment is considered Limited English Proficient.

Weaknesses:

Student attendance, historically, has been high at Parkwood. Addressing the lower attendance rate is a priority.

Indicate needs related to strengths and weaknesses:

Expand systems for monitoring and increasing student attendance including communication tools to students/families.

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:

Parkwood School performed above the state average in Science. In 2023, 43.3% of Parkwood 5th grade students score proficient or advanced in Science compared with 39.1% of students statewide.

Weaknesses:

In 2023, 41.0% of Parkwood students score proficient or advanced in ELA compared with 43.5% of students statewide. 38% of Parkwood students score proficient or advanced in Mathematics compared with 40.5% of students statewide. At Parkwood School, areas identified for improvement include black, Hispanic and English learner (EL) cohort populations in the content areas of mathematics and science. Addressing Social-emotional needs of students.

Indicate needs related to strengths and weaknesses:

Increase personalized, tiered supports for students' academic, attendance, and social-emotional behavioral needs including: development of standard protocols and expansion of data team structures to collect, review and analyze student assessment data for individual/collective progress and trends.

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:

Pattonville School District employs a defined curriculum writing process where classroom teachers and other interested staff examine learning standards and set expectations for each content area. An instructional program is designed for each content area and implemented at each school taking into consideration student demographics and trend data from interim and summative assessments. Instructional materials are identified and purchased through a defined materials adoption process involving classroom teachers and other interested staff. Instructional technology is included as an integral part of this process. Instructional support staff, including Reading Specialists, EL Specialists, Library and Technology Specialists, Instructional Specialists, Intervention Specialists and paraprofessionals, are positioned for maximum impact on the overall instructional program. Professional development is specifically designed to meet instructional goals throughout the year. Data teams are heavily used by schools to focus on instructional goals.

Weaknesses:

Ensuring teachers are integrating Missouri Learning Standards and district developed competencies, learning targets, and proficiency scales to support into instruction.

Indicate needs related to strengths and weaknesses:

-Hiring certified academic intervention teachers to focus on increasing math and reading skills.
-Hiring highly qualified paraprofessionals for intervention support for K-5 focus on reading and or math supplemental intervention.
-Encourage students to identify and evaluate learning goals in at least one content area.

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:

- Pattonville employed 462 certified staff in the 2023 school year.
- 76.1% of the certified staff have earned advanced degrees
- Certified staff have an average of 13.8 years of teaching experience
- All professional staff are appropriately certified for the courses they are assigned to teach.

Weaknesses:

There is a need to continue to focus on the effective use of data teams to support all learners.

Indicate needs related to strengths and weaknesses:

-Continue to recruit and retain highly qualified certificated teaching staff for students.
-Continue to provide relevant and ongoing professional development that supports curriculum development.

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:

Pattonville School District and Parkwood Elementary School surveys parents and families regarding various opportunities for engagement, including the annual Federal Programs parent and family engagement survey, exit surveys from school events and through the school Parent-Teacher Organization. The school communicates on a regular and frequent basis through school newsletters, parent-teacher conferences (held twice per year), e-mail, social media and school sponsored events. Data is collected, retained and analyzed to improve communication processes. The Board of Education communicates policy changes through district publications of various forms. Willow Brook hosts various opportunities for parent education, such as STEM and literacy nights. Students with special needs or who are traditionally viewed as underserved are provided services through Special School District or from the district. Data is also collected, retained and analyzed in the form of test scores, observational checklists, care team agendas and minutes, Individualized Education Plan meetings, and other forms of information. This information directly guides principals, instructional coaches, reading or EL specialists in making informed decisions regarding a child's education. The Willow Brook school nurse collects, retains, and analyzes student health information in a secure database. The school nurse works directly with parents and families as appropriate.

Weaknesses:

Decrease in family/parent involvement in school events and activity. Re-engaging how families and parents connect with the school.

Indicate needs related to strengths and weaknesses:

-Expand systems for monitoring and increasing student attendance including communication tools to students/families, and layers of interventions that foster student belonging, provide family resources, and reduce barriers.
-Increase parent/family awareness of and involvement in student progress in academics, attendance, and behaviors relative to personalized goals, learning targets, and peers.

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:

The Parkwood School Improvement Team, Parent-Teacher Organization, teaching and support staff in cooperation with the district's Comprehensive School Improvement Team review and revise the school's mission and vision as appropriate. The Board of Education and the district Human Resources department work closely with Willow Brook's principal to maintain average class sizes as dictated by district policy. School climate is measured through an annual school climate survey with parents, families, staff, and community members responding. The data collected is retained and analyzed as appropriate. The Board of Education and Superintendent govern and manage the district based on data collected from parents, families, and the community. The office of Student Services surveys parents, families, students and staff members regarding student discipline policies. Principals review student discipline data each month at Principal's meetings. At Parkwood, the Tier 2/ Tier 3 committee and the PIC team analyze data monthly to determine if further supports are needed for individual students. Data collected and reported to DESE indicates no major disciplinary incidents at Parkwood.

Weaknesses:

Increasing student ownership of learning and growth. Increasing parent/family awareness and involvement in student progress.

Indicate needs related to strengths and weaknesses:

-Provide appropriate supplemental supplies to support Math, Science, ELA and social-emotional supports for students.
 -Development of standard protocols and expansion of data team structures to collect, review and analyze student assessment data for individual/collective progress and trends.
 -Develop learner mindsets by establishing/implementing a yearlong plan with areas of focus connected to learner profiles, goal setting, and career exploration.

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	Hiring certified academic intervention teacher to focus on increasing math and ELA skills.
2	Hiring highly qualified paraprofessionals for intervention support for K-5 focus on ELA and math supplemental intervention.
3	Provide appropriate supplemental supplies to support Math, Science, ELA and social-emotional supports for students.
4	Add one class size reduction teacher to ensure smaller class sizes in the primary grades and to support Tier 2 supports in the general education classroom

Schoolwide Program [Hide](#)

5040 PARKWOOD ELEM.

SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	NA	
2	Teacher	Jennifer Gross	
3	Principal	Elizabeth Strain	
4	Teacher <input type="checkbox"/>	Angela Byrne	
5	Paraprofessionals <input type="checkbox"/>	Michelle Evans	
Plan Development Meeting Dates			
1	Meeting Date	04/03/2024	

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	Odetta Smith	Director
2	Title IV.A	Odetta Smith	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 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
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
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
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
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

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 checked="" type="checkbox"/> Grade Levels	K <input checked="" 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"/> 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"/> 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

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 school provides opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards through a Comprehensive, Integrated 3-Tiered (Ci3T) model of support. The Ci3T model is a data-informed, graduated system of support constructed to address academic, behavioral, and social-emotional domains. The central goal is to support all learners in inclusive environments by relying on the expertise and collaboration among classroom teachers, special education teachers, academic interventionists, English Language Teachers, instructional specialist, counselor, social worker and the academic intervention specialist. Teams meet several times throughout the year to review school-wide data, identify strengths and weaknesses, analyze trends, and implement strategies to meet the needs of all students. Academic, behavioral and social-emotional curriculum is implemented in all classrooms with secondary and tertiary instruction available for students not demonstrating success with the universal curriculum.

Universal tools (such as extended time and small group testing) for district and state assessments are assigned by the team based on IEP mandates, language levels, individual student needs. English Language (EL) students are assessed yearly and specialized EL teachers deliver professional development to staff regarding high-yield strategies for student success.

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

Description of how strategy/strategies will strengthen

- 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

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

Teachers and paraprofessionals and other school personnel participate in professional development activities to improve instruction and the use of data in instructional decision-making. Under the umbrella of the Comprehensive Integrated 3-Tiered (Ci3T) Model of prevention, teachers and paraprofessionals and other school personnel participate in professional development activities to improve instruction and the use of data in instructional decision-making in the areas of academics, behavior, and social-emotional domains. Specifically, data teams meet monthly to review student progress toward proficiency of Missouri Learning Standards and to monitor effectiveness of secondary or tertiary interventions. Training in behavioral interventions, trauma-informed strategies and restorative justice is ongoing for all staff. Additionally, school personnel have received support in the implementation of Second Steps, a social-emotional curriculum. Classroom teachers and paraprofessionals also receive specialized training in the area of technology to use in delivery of curriculum and as a communication tool for students and parents.

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.

District/LEA Comments

The reading specialist at .34 FTE for Drummond Elementary has the appropriate certifications. The teachers are supplemental ELA and math teachers providing interventions for students.

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: OSmithAP