**All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.**

School Level Plan Home | Print | Cancel Print Mode

**School, Parent And Family Engagement Policy** Hide

## 4320 GRACEMOR ELEMENTARY

## 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

- [x] 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 twice a year (fall and spring) to a Title I meeting. In the spring, families are presented title 1 right to know information. In the spring, families are given the opportunity to provide feedback on the school's Title 1 plan and school compact
-Title I Meetings, PTA meetings
-Back to School Night
-Parent Teacher Conferences
-Families will be asked to sign and return the Home-School Compact.

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

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

**POLICY INVOLVEMENT**

- [x] 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)*
- [x] The agenda reflects that the purpose of the meeting is
  - [x] To inform parents of their school's participation in the Title I.A program
  - [x] To explain the requirements of Title I.A
  - [x] To explain the right of parents to be involved.

  *Section 1116 (c)(1)*

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

- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [ ] Transportation
  - [ ] Child care
  - [ ] Home visits
  - [x] 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.

Parent input is solicited prior, during, and after the program plan at Title Meetings. The Home-School Compact will be sent home to families to sign and return to acknowledge that it has been received. Parents are invited twice a year (fall and spring) to a Title I meeting. In the spring, families are presented title 1 right to know information. In the spring, families are given the opportunity to provide feedback on the school's Title 1 plan and school compact

☑ 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.

Parent representation is present in the fall during the development of the plan and throughout its development process and then is presented to a larger parent cohort for continued refinement. Input will be solicited through multiple opportunities at PTA meetings and Family Involvement nights in the spring

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.

-Back to School Night
-Title I Meetings
-Electronic Communication
- The Home-School Compact will be sent home to families to sign and return to acknowledge that it has been received.

☑ 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.

Parents are invited twice a year (fall and spring) to a Title I meeting. In the spring, families are presented title 1 right to know information. In the spring, families are given the opportunity to provide feedback on the school's Title 1 plan and school compact
-Title I Meetings- to share student achievement data, including both academics and behavior
-Parent Teacher Conferences
-Classroom & School Newsletters

☑ 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)*

-Teach and model respect, responsibility, and safety
-Maintain communication between the family and the school
-Be enthusiastic towards school
-Teach children to take responsibility
-Value importance of education
-Be active in conferences, family involvement events and programs
-Send students well-rested, prepared to learn, and on time
-Encourage nightly and daily reading

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

-Develop positive relationships of respect with each student and family.
-Honor inclusion and listen to learn how we can improve and increase cultural awareness and learning in our classrooms.
-Develop strong classroom communities.
-Create systems to support each student's learning experiences, whether for additional support or enrichment.
-Teach students skills to process and support their socio-emotional development
-Work together as collaborative Professional Learning Teams (PLT) to ensure equitable experiences in each classroom
-Provide clear feedback and celebrate learning progress and goals met with students and our grade level PLT
-Create and utilize a school wide Positive Behavior Support system to reinforce positive behavior of students.

☑ 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.

Through fall Parent Teacher Conferences, teachers will help families in understanding their child's progress.  We also hold a spring student-led learning showcase where students share their goals, growth and progress with their families, and teachers are available to assist with questions/guidance for parents.
Additional support will be provided through:
-Informational Meetings
-Title Meetings
-PTA Meetings
-Back to School Night
-Parent Involvement Nights- Academic and SEL focus
-Weekly School and classroom newsletters

☑ 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.

-Informational Meetings
-Title Meetings
-PTA Meetings
-Back to School Night
-Parent Involvement Nights- Academic and SEL focus
-Weekly School and classroom newsletters

☑ 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.

-Informational Meetings
-Title 1 Meetings
-PTA Meetings
-Back to School Night
-Parent Involvement Nights- Academic and SEL focus
-Weekly School and classroom newsletters
-Coaching and PD about Trauma Informed practices, PBIS strategies, and how to have strong two-way communication with families.

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.

-Informational Meetings
-Title I Meetings
-PTA Meetings
-Back to School Night
-Parent Involvement Nights- Academic and SEL focus
-Weekly School and classroom newsletters

☑ 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)*

- [x] 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)*
- [x] 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)*
- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.
- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

**Comprehensive Needs Assessment** Hide

## 4320 GRACEMOR ELEMENTARY

## COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

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

Date of Needs Assessment

3/11/2025

### NEEDS ASSESSMENT: SCHOOL PROFILE

**Student Demographics**

The following data regarding **student demographics** has been collected, retained, and analyzed:

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [x] Mobility (Required)

- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

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

Strengths:

Our demographic data lines up with our student discipline data- for example, we have 40% of our population is white students, and they make up 41% of our student discipline records. We have 21% of students who are Hispanic and they make up 10% of the EduClimbers. Black students makes up 22% of the population and 29% of the referrals. This demonstrates that we are not seeing inequities with office referrals in regard to proportions with race.
16% of our students qualify for ELL services, and over 20 languages are spoken by these students. This diversity is really special and helps to bring our students together and learn from one another.

Weaknesses:

-Our average daily attendance percentage was 92.5%. The district's goal is to be at 95%. Our MSIP Attendance Total Weighted Score Percentile was 79.9%. The district's goal for this measure is to be at least 90%.
Over the past 5 years, our mobility rate has varied between 24-31%. This is a high number of students that either do not begin or end the year at Gracemor. It is important for us to create systems to welcome students in to our community throughout the year.

Indicate needs related to strengths and weaknesses:

We will continue our work in Positive Behavior Support, Equity & Inclusion, Conscious Discipline, and Restorative Practices through PD and partnering with our families next year. We will also utilize our Behavioral Specialist to help support individual students, partner with families, and provide professional development to our staff.
Continued staffing of our School Community Resource Specialist is also instrumental in connecting families with resources and supporting students' mental health needs.
We will have a committee of teachers to collaborate on a plan to increase overall attendance and create specialized plans for students whose attendance is below 90%. Students will receive incentives for reaching the 90% goal quarterly.
We will need to purchase additional program resources for our Behavior Specialist and Counselors to use when teaching students emotional regulation and other SEL skills.

**Student Achievement**

The following data regarding **student achievement** has been collected, retained, and analyzed:

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [x] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [x] Other performance indicators used in analysis:

2023-2024 MAP Data
ELA:
-3rd Grade: 33% proficient or advanced
-4th Grade: 45% proficient or advanced
-5th Grade: 38% proficient or advanced
Math:
-3rd Grade: 28% proficient or advanced
-4th Grade: 34% proficient or advanced
-5th Grade: 32% proficient or advanced

Science
-5th Grade: 36% proficient or advanced

2022-2023 MAP Data
ELA:
-3rd Grade: 45% proficient or advanced
-4th Grade: 33% proficient or advanced
-5th Grade: 36% proficient or advanced
Math:
-3rd Grade: 44% proficient or advanced
-4th Grade: 33% proficient or advanced
-5th Grade: 34% proficient or advanced
Science
-5th Grade: 28% proficient or advanced

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

Strengths:

-100% participation rate in MAP testing.
-0% retention rate of students.
-ELL Student subgroup, Direct Certification subgroup, and Hispanic subgroup scored proficient on ELA MAP.
-Hispanic subgroup scored proficient on Math MAP.
-Hispanic subgroup scored advanced on Science MAP.

Weaknesses:

-30% of students scored Below Basic on ELA MAP.
-39.2% of students scored Below Basic on Math MAP.
-36.7% of students scored Below Basic on Science MAP.
-IEP subgroup scored Below Basic on Math and Science MAP.

Indicate needs related to strengths and weaknesses:

-There is a need for multiple, full-time certified reading support teachers at Gracemor to ensure students who need Tier 3 interventions can get this support from the most highly qualified staff.
-There is also a need for an additional Teaching and Learning Coach in order to provide coaching, feedback, support, and professional development to all of our staff on all academic areas, including ELA, Math, and Science.
-There is a need to Professional Development and resources to continue to improve our Professional Learning Team practices in order to improve the teaching efficacy of our staff.
-There is also a need for additional SEL support through counselors, Behavior Specialist, School-Community Resource Specialist, and therapists, in order to support our students with learning strategies that they can use to process big emotions and past traumas.
-There is also a need for continued professional development on culturally responsive teaching to help us close the achievement gap.
-There is also a need to further engage families and provide support to them with strategies for how to support their child's academic, social, and emotional needs, including ensuring that attendance in school is a priority.
-There is also a need for Math Professional Development in order to grow our teachers' skillset with math instruction.
-There is also a need for Science Professional Development in order to grow our teacher's skillset with science instruction.

**Curriculum and Instruction**

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Walkthrough data indicates strong alignment with district instructional structures and expectations for readers and writers workshop, as well as evidence of the district supported Guided Reading structures (Jan Richardson/Sunday Cummins) and district math workshop model.  Teachers are following the district curriculum, which is aligned with MO Learning Standards.
Many of our teachers report Guided Reading as an area of growth from this year, due to our PD in Guided Reading with Sunday Cummins.

Weaknesses:

-Continued teacher development in content knowledge regarding how to scaffold and differentiate during conferring/small group work.
-Consistent standard-driven math instruction.

Indicate needs related to strengths and weaknesses:

-Continued staffing support of teaching and learning coach and reading support teachers
-Continued response to intervention for areas of weakness with curriculum and instruction.
-Continued walkthroughs, targeted professional development- both during the school day by providing substitutes and before school opportunities, coaching cycles, and accessibility to high quality instructional resources.
-PD and PLT work surrounding standards-driven instruction.  PD Plan aligned to literacy building goals (guided reading and reader's workshop). The Teaching and Learning coaches will be integral in our PLT work and our PD plan.
-The support of certified reading interventionists help us better serve students, as well as build capacity with staff abilities in the area of small group reading instruction.
-Continued need to purchase additional instructional materials and classroom library books to better engage students and best meed their individual needs.
-We need to invest money in creating teacher and student data notebooks in order to help students to take ownership over their Standards Based Learning progress.

**High Quality Professional Staff**

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

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

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

Strengths:

100% appropriately certified staff

Weaknesses:

None

Indicate needs related to strengths and weaknesses:

-The Teaching and Learning Coaches work in tandem with administration to provide coaching, feedback, and support to all staff, but especially our new teachers.
-The TLCs created a "Lion Univeristy" cohort to provide additional PD to our newest teachers to supplement the instructional PD that they receive through their cohorts.

**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:

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

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

Strengths:

-Strong community support and involvement from the Gracemor community.
-Welcoming environment where all students and families feel welcome.
-Stronger involvement with our PTA this school year, with a variety of new families attending meetings and events.
-Good attendance at family involvement nights.
-Class Dojo provides a 1 stop place for parents to receive communication from all staff members.

Weaknesses:

-We see our highest attendance at music programs and seasonal parties.  We are seeking opportunities to provide education, communication, and training to families at this events in order to capitalize on a captive audience.
-We often see the same families at our monthly PTA meetings and Title 1 meetings where we gather input and feedback from them on policies and supports.

Indicate needs related to strengths and weaknesses:

We need a family involvement budget that would help us ensure that we can provide families with materials aligned to their children's learning, as well as snacks for families.  We would like to give out literacy supplies and math supplies, and/or contract with a consultant or authors to visit for these events.  We will also have an SEL component at each of our family nights in order to support our students' social emotional needs at home.
We would like to pay staff for developing and planning for family involvement nights to better engage our families.

**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:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Our Building Leadership Team rewrote our vision and mission statement 2 years ago and we are intentional to reflect back on action steps to fulfill our vision and mission throughout the year.  We also have all of our students state the vision statement every morning on the announcements together.
Our school has a Building Leadership Team, Positive Behavior Support teams, well-functioning Professional Learning Teams, have developed consistency with our PBS expectations/common language, recently earning the highest level of recognition by the state of Missouri for our implementation of Tier 1, 2 and 3 Positive Behavior Supports.
Our staff has participated in Equity and Inclusion training and continues to do our own work through continued PD.
Class sizes are a strength at Gracemor, as our average class size for the 24-25 year was 20.6 students.

Weaknesses:

Continued focus on implementing Second Steps for Tier 1 SEL with fidelity.
There is a need to continue to refine our responses to student discipline, to ensure that we use consistency.

Indicate needs related to strengths and weaknesses:

Continued staffing of teaching and Learning coach to support with instructional practices.
Next year, we will continue to use our PLT times to focus on essential standards by writing proficiency statements for those standards, in addition to using pre-assessment, formative assessment, and post-assessment data to differentiate and meet students' unique needs.
We will continue to refine our implementation of MTSS and PBS by integrating systems to support academics with systems to support behavior. We need continued PD in PBS, Conscious Discipline, Restorative Practices, and Trauma Informed Care in order to best meet the needs of our students through a well-rounded approach.
Continued staffing of behavior specialist will support this.

### 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 | Reading teachers to support reading achievement and MTSS interventions |
| 2 | Teaching and Learning Coach to support teachers in in proving instructional practices |
| 3 | Behavior specialist to support student behavior programs and SEL instruction |
| 4 | Professional Learning Teams (PLTs) development- continue to build the capacity of all staff in analyzing data and taking action in reading, math, and science in order to improve student learning outcomes. |
| 5 | Refine Tier 1, 2, and 3 behavior support practices so all staff are clear on processes as we collaborate with our Tier 2/3 teams to support classroom teachers and all students. |

**Schoolwide Program** Hide

## 4320 GRACEMOR ELEMENTARY

## 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 | ☐ Math | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 2 | ☑ Reading | K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 3 | ☐ English Language Arts | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 4 | ☐ Science | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ | |
| 5 | ☑ Other SOCIAL EMOTIONAL LEAR | K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 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 | ☑ | ☐ | | |
| Supplemental English Language Arts | ☐ | ☐ | | |
| Supplemental Mathematics | ☐ | ☐ | | |
| Supplemental Science | ☐ | ☐ | | |
| 1 Other BEHAVIOR SPECIALIST | ☑ | ☐ | ☐ | |

☐ **Class size reduction**

| | |
|---|---|
| ☐ Grade Levels | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |
| ☐ Reading Instruction Only | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ |
| ☐ Math Instruction Only | K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 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

We will work to build increasingly inclusive communities in our classrooms and at our school by further engaging parents of all subgroups in building shared commitments to students' education.  Our staff is committed to continued learning in the areas of academic differentiation and Positive Behavior Supports/MTSS to help us close the achievement gaps and those that we continue to identify through monthly/quarterly data analysis by subgroup.  We will do this continuing to integrate MTSS processes for academic and behavior support for students, strengthening our Tier 1 instruction in all areas.

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

Description of how strategy/strategies will strengthen

We will use restorative practices, PBS practices, MTSS processes for academic and behavior supports for students, and a parent involvement committee to help provide support to our students and their families.  We will continue to utilize the district adopted balanced literacy and math workshop models to provide high-quality instruction and the right levels of differentiation and scaffolding for students to achieve the goals they set with teachers for their progress.

- [x] Increase the amount of learning time
  - [ ] Extended school year
  - [x] Before-and/or after-school programs
  - [ ] Summer program
  - [ ] Other

- [x] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

For those who qualify, the district offers SAGE K-5 gifted program, as well as advanced math for 5th grade students.

---

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- [x] 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

Weekly PLT meetings used to analyze data and make informed decisions regarding specific student needs and instruction (individual conferences, small groups, interventions, invitational groups, reteaching)

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [x] School-based mental health programs
  - [x] 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

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

    The instructional coaches participate in coaching cycles tightly aligned to student data.

- [ ] **Recruiting and retaining effective teachers, particularly in high need subjects**

  Describe activities

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

  Describe activities

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## SCHOOLWIDE POOL FUNDING

*Section 1114 (b)(7)(B)*

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

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

- [ ] Title I.A (required)
- [ ] State and Local Funds (required)
- [ ] Title I School Improvement (a)
- [ ] Title I.C Migrant
- [ ] Title I.D Delinquent
- [ ] Title II.A
- [ ] Title III EL
- [ ] Title III Immigrant
- [ ] Title IV.A
- [ ] Title V.B
- [ ] School Improvement Grant (g) (SIG)
- [ ] Spec. Ed. State and Local Funds
- [ ] Spec. Ed. Part B Entitlement
- [ ] Perkins Basic Grant - Postsecondary
- [ ] Perkins Basic Grant - Secondary
- [ ] Workforce Innovation and Opportunity Act
- [ ] Head Start
- [ ] McKinney-Vento

☐ Adult Education and Family Literacy

☐ Others

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

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

◉ Yes

○ No

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

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**District/LEA Comments**

**DESE Comments**

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