

4070 Green Tree Elementary ESEA Building Level Plan

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, 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

- The 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:

- By engaging a variety of stakeholders, we ensure that all unique perspectives are considered with writing the schoolwide plan.
- We ask for feedback through surveys and post the plan on our school webpage.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

Policy Involvement

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116(c)(1)*
- The agenda reflects that the purpose of the meeting is
 - To inform parents of their school's participation in the Title I.A program.
 - To explain the requirements of Title I.A.
 - To explain the right of parents to be involved.

Section 1116(c)(1)

- The school offers a flexible number of meetings. *Section 1116(c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
 - Transportation
 - Child care
 - Home visits
 - Funds will not be utilized for these purposes*Section 1116(c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

- A variety of stakeholders are involved in creating and reviewing our Schoolwide Plan. Including parents, staff and community members.
- We review prior academic, discipline, and culture and climate survey data to set goals and devise strategies for improvement.
- The plan is reviewed mid-year and strategies are revised, as needed.

- 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.

- Every year we have a review meeting with parents to discuss future opportunities to improve family engagement.
- During our planning meeting, the team reviews previous years' school events calendar, attendance trends, and discusses new and unique ways to engage parents.
- We share our plan during a Parent Teacher Organization meeting and send surveys school-wide to gather additional input.

The school provides the 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.

- Title I program information is shared with parents during the September PTO meeting, October parent teacher conferences, and in the September schoolwide newsletter.

- 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)(C)*

Describe methods and plans to proceed a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

- We share information with parents regarding curriculum and assessments during back to school meetings, annual Family Night, and in building/teacher newsletters.
- Additional information is located on the district and school website.

- 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.

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 the 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)*
 - Each year parents will be informed of the Title I schoolwide plan and sign a parent/school compact.
 - Parents will be asked to make attendance a priority.
 - Parents will be encouraged to read nightly with their child, attend parent teacher conferences, and have ongoing communication with their child's teacher.
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116(d)(1)*
 - Green Tree teachers and staff will ensure that the school remains a safe and positive learning environment.

- Teachers will follow district required curriculum and implement Leader In Me in their classrooms.
 - Teachers and staff will communicate and collaborate regularly with parents.
- 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 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
- The Missouri Learning Standards,
 - The Missouri Assessment Program,
 - Local assessments,
 - How to monitor a child's progress, and
 - How to work with educators to improve the achievement of their children.
Section 1116(e)(1)

Describe plans to provide assistance.

- We provide assistance to parents through ongoing support and education during our back to school meetings, parent teacher conferences, and family events.
- Students identified as Tier 2 or Tier 3 bring home nightly materials and activities that parents can use to help target their individual needs.
- Resources and strategies are discussed motley at PTO meetings and shared monthly/weekly in building and teacher 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.

- The school and district website provides resources for parents.
- Additional resources are sent home monthly in the building newsletter, weekly in teacher newsletters, and nightly for students identified as Tier 2 or Tier 3.

- Parent education is provided during our school-wide events and parents are provided with individualized training on an as needed basis.

- Educates teachers, specialized instructional 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 programs, and build ties between parents and school. *Section 1116(e)(2)*

Describe plans to educate school personnel regarding working with parents.

- New staff members will receive training on parent communication at the beginning of the school year.
- Throughout the year, additional training will be provided during faculty meetings and Professional Learning Communities (PLCs).

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.

- Each spring we host a kindergarten orientation for incoming kindergarteners in collaboration with our Parents As Teachers program.
- We provide parents with pre-kindergarten skills they can work with their child on prior to the school year.
- We offer a tour and students can meet teachers and staff. This proactive approach helps to ensure they have a successful transition to elementary school.
- 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 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 reasonable 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 district-wide 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 (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: 6/23/25

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:
 - Increase in enrollment (specifically at the K-1 level)
 - Increase in student diversity
 - Implementation of Leader In Me
 - House System
 - Increase in attendance
- Weaknesses:
 - Training and resources for teachers on working with students identified as “Other Health Impaired and Emotionally Disturbed”
 - Science of Reading training for teachers to better support students in the area of phonics
 - Additional time for Professional Learning Communities
 - Additional ways to engage families in the school community
- Indicate needs related to strengths and weaknesses:
 - Student Support Interventionist
 - Educational Support Counselor
 - UFLI curricula
 - Utilize building wide leadership roles

Student Achievement

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

- MAP results by content area and grade level , including mutli-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: iReady

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

- Strengths:
 - Overall increase in student achievement as identified by the 2023-24 MAP assessment
 - Progress monitoring for students in Tier 2 and Tier 3
 - Daily phonics instruction for students K-2 and targeted small groups as needed for grades 3-5
- Weaknesses:
 - Subgroup achievement has shown little to no growth
 - Overall, math is a weakness
 - Student attendance prior to the pandemic continues to stall
- Indicate needs related to strengths and weaknesses:
 - Focused conversation around data in PLC meetings.
 - Clear, targeted instruction during intervention time
 - Professional development for teachers in the area of data driven practices and research/strategy based interventions

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:
 - Adoption of new reading resource
 - Reading success plans in place
 - Intervention time in place
 - Reading interventionists meet daily with students identified as Tier 3
 - Benchmark assessments given and analyzed during PLC time
- Weaknesses:
 - Implementation of district curriculum with fidelity
 - Overall lack of progress in the area of math
 - Intentional data-driven differentiation during intervention times
- Indicate needs related to strengths and weaknesses:

- Increase data-driven instruction and collaboration during PLCs.
- Additional PD in the area of highly effective strategies in math and reading for students identified as Other Health Impaired or Emotionally Disturbed
- Additional PD/coaching in the area of number sense and fact fluency

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 administration

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

- Strengths:
 - 100% hired fully high-quality staff
 - Over 80% certified staff retention rate
 - Highly proficient reading interventionist staff with over 10 years of experience
- Weaknesses:
 - High turnover rate for special education staff
 - Lack of staff diversity
 - Difficulties securing staffing of support staff
- Indicate needs related to strengths and weaknesses:
 - Additional support staff
 - Math coach/support
 - Differentiated professional growth for new and experienced staff

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:
 - Partnership with the Lake St. Louis community
 - Increase in attendance

- Over 50% parent attendance in school events
- Resources available to families such as winter attire, food bags, and school supplies
- Monthly parent involvement meetings
- Monthly Gator Club meetings held onsite in the community
- Weaknesses:
 - Engaging families who tend to be more transient (apartments, McKinney-Vento)
 - Providing additional resources that families need such as transportation or utilities assistance
- Indicate needs related to strengths and weaknesses:
 - Consider more onsite engagement opportunities
 - Increased opportunities to engage parents at the school (such as daytime events for those who work evenings)

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:
 - MRA survey indicates overall positive school climate
 - Implementation of Leader In Me
 - House System
 - Teachers having a better understanding of office vs. classroom managed behaviors
- Weaknesses:
 - Increase in discipline/office referrals for students identified as having a disability
 - Student and staff self-efficacy (as identified by MRA survey data)
 - Class sizes larger than 25 in grades 3-5
- Indicate needs related to strengths and weaknesses:
 - Continued implementation of Leader in Me and teaching students the 7 habits
 - Balanced class size distribution
 - Increased student engagement and sensory opportunities for students identified as having a disability

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:

1. Closing the achievement gap with at-risk students
2. Analyze data and use it to drive instruction on consistent basis
3. Small group reading instruction PD
4. High quality professional development for special education staff

Schoolwide Program

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

The 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)*

Plan Development Meeting Date: 06/23/2025

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.

Strategies to Address School Needs

Section 1114(b)(7)(A)

- The following strategies will be implemented to address prioritized school needs:
 - Supplemental Instruction

Subject Area	Grade Levels to be Served
Math	K, 1, 2, 3, 4, 5

Reading	K, 1, 2, 3, 4, 5
English Language Arts	K, 1, 2, 3, 4, 5
Science	Not applicable
Other	Not applicable

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

Subject Area	Instructional Personnel
Supplemental Reading	Teachers
Supplemental English Language Arts	Teachers
Supplemental Mathematics	Teachers
Supplemental Science	Not applicable
Other	Not applicable

- Class size reduction
- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention

The strategies will:

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how the strategy/strategies will provide:

Students are monitored at the beginning, middle and end of the year. Data is analyzed to determine progress and next steps for small and whole-group instruction. Student data binders will be maintained for students to track their progress on iReady Reading and MyPath.

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

Description of how strategy/strategies will strengthen:

Administrator feedback; high quality professional development, data-driven conversations in PLC meetings

- 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

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include:

- 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

Progress monitoring throughout the year during monthly collaboration. We will track reading progress and instructional practices. We will; use small group instruction both in and outside of the regular classroom.

Activities will:

- 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:
 - 2025-2026 PD Plan
 - Coaching cycles with Literacy Coach
 - Collaboration time and data analysis of student growth during PLC
 - Faculty meetings and Leader In Me Action Team meetings
 - District professional learning opportunities

- Recruiting and retaining effective teachers, particularly in high need subjects
 - Describe activities:
 - District professional learning
 - Mentor program

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

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.