

**District/LEA:** 010-093 COLUMBIA 93 **Year:** 2024-2025**Funding Application:** Plan - School Level - 5040 PARKADE ELEM. **Version:** Initial **Status:** Submitted☒ Number☐ Name

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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 PARKADE 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 of Parkade Elementary are invited to a meeting at the beginning of each school year to discuss parent engagement activity ideas. Parents provide suggestions and offer feedback regarding things such as time and topic. Activities are then planned based on suggestions offered. During the last trimester of school, a parent meeting is held again to review the year's success and brainstorm about ways to improve. A parent survey is also sent out in February/March to all parents and this information is used for planning for the next school year.

- ☒ 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.

This year, we will continue a Steering Committee of parents/staff to determine and review the Title I plan as well as continued restructuring of our PTA and the systematic way we will support students and families.

- ☒ 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.

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy:
Our Steering Committee will be planning and improving both our Title I plan for parent engagement as well as a continued restructuring of how our PTA will support our students and families.

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.

Parents participate in the process at both the fall and spring Title I meetings. In addition, students that are receiving services from our Title I staff receive information about progress during parent teacher conferences.

- ☒ 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 receive information about curriculum at the beginning of the year as well as in an on-going way through classroom newsletters, parent events, and parent teacher conferences. Assessment data (both formative and MAP) is shared in an on-going way through Friday Folders as well during parent teacher conferences. Each grade-level hosts curriculum events during the school day that showcase student learning. We will continue focusing these events around priority standards in both ELA and Math.

- ☒ 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)*

Show interest in your child's school day.
Ask questions and be specific. For example, ask what the class is studying or what your child did at recess.
Get to know your child's school.
Participate in school events.
Join parent organizations, i.e Parkade PTA
Visit the classroom.
Participate in parent-teacher conferences.
Periodic informal contact with classroom teachers.
Share a love of learning.
Set a good example. Let your child see you read newspapers, magazines or books; write letters, grocery lists, or a diary;
Use math to prepare budgets, compare prices
Read to your child.
Talk about the story as you read. For example, ask your child what might happen next.
Visit your public library together. Help your child pick out books to read just for fun.
Ask your child to read to you.
Limit TV time.
Have your child choose programs by reading the program guide - not by switching channels.
Watch TV with your child and discuss programs afterward.
Ask to see schoolwork, art projects, etc. Don't criticize the work or compare it to another child's - just show your interest. Talk about school in a positive way.
Praise effort and improvement - no matter how small it may seem to you.
Visit the public library and obtain a library card.

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

Promote regular, two-way, meaningful communications between home and school.
 Promote and support responsible parenting.
 Recognize the fact that parents/families play an integral role in assisting their children to learn.
 Promote a safe and open school atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
 Include parents as full partners in decisions affecting their children and families.
 Use available community resources to strengthen and promote school programs, family practices and the achievement 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.

At our parent curriculum opportunities, parents receive information about the standards and how they match scope and sequences for the year. MAP scores are shared with families in the fall. Biweekly, academic information is shared with families in the Friday Folder. Each trimester, formal and informal assessment data is shared with families during parent teacher conferences.

- ☒ 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.

We plan to expand our outreach to families this year by sharing instructional materials and strategies through multiple media including our website, Facebook page, and other media that could provide quick and specific guidance on what is happening in our classrooms as well as how families can enhance student learning at home.

- ☒ 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.

Each year, we meet to discuss plans for engaging families. Each team develops a trimester opportunity to invite parents into the classrooms to participate in student learning. In addition, we hope to partner more strategically with our PTA and Partners in Education to explore other opportunities for outreach.

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.

Increased communication with families about current practices in our classrooms as well as strategies that families can use to support their child at home will occur. We will access our staff and our PTA as avenues to support this work.

- ☒ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- ☒ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- ☐ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- ☒ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- ☒ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- ☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- ☒ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- ☒ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- ☒ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- ☒ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

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

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

5/7/2024

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:

Diversity is a strength of our school. Current demographics as of May 2023 are: 42% Caucasian, 32% Black, 10% Multiracial, 8% Hispanic, 6% Asian, 1% Pacific Islander, 1% Indian. Our ELL population makes up 16% of our school. Free and Reduced percentage as of April 1 is 62%. Our attendance continues to be steady this school year averaging between 83%-87%. Our special education percentage is currently 16%.

Weaknesses:

We have watched the mental health needs of our students increase over the past few years. In a typical year, we have made 11 referrals to the BRIDGE program to begin mental health support for students and families. As of April 2022, we have made 27 referrals to this service and April 1, 2024 there have been 16 referrals made. We continue to see an increase in students demonstrating neurodivergent behaviors. We are working with the Boone County Mental Health program to provide professional development for our teachers. We are continuing to focus our efforts on increasing parental involvement to address these weaknesses.

Indicate needs related to strengths and weaknesses:

We need continued professional development in supporting the mental health needs of our students and continued growth in supporting neurodivergent students.

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:

iReady Math and Reading

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

Strengths:

Our MAP data showed increases in both reading and math from 2021 to 2022. We increased from 34.4% proficiency in ELA to 37.3%. We increased our mathematics score from 21.1% proficiency to 27.2%. In addition, our Black subgroup performed above the district average (13.9%) in ELA with a proficiency of 33.3% and the district average (9.1%) in Math with a proficiency of 17.8%. Our iReady scores in both math and ELA have consistently increased throughout the year and within all subgroups. Currently our proficiency percentages as a school in Reading and Math are: 45% Reading and 31% Math. Highest proficiency is found in kindergarten and third grade.

Weaknesses:

Our Math scores are below our Reading scores and although improving, are still lagging. We are addressing these issues through Reading Intervention, and we have posted a job for a math intervention teacher through Title I.

Indicate needs related to strengths and weaknesses:

We need to continue to investigate why our students are making slower progress in Math. In addition, we need to investigate ways to increase instructional rigor.

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:

Results from our district curriculum and instruction audit reflected higher levels of rigor within Title I buildings in comparison to non-Title I schools. The use of Kick-Up data has indicated high levels of authentic student engagement and high levels of high-yield instructional strategies. Our staff is consistently utilizing the district Benchmark resource in the area of Reading.

Weaknesses:

Our Math team has been investigating our current Math practices and have been exploring the Launch, Explore, Summarize mode in order to increase Math engagement and rigor. We have been and will continue to conduct this work through lesson study protocol.

Indicate needs related to strengths and weaknesses:

Continued focus upon best-practice mathematics instruction. Target Title I resources on addressing identified weaknesses.

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:

We have more staff within the 10-15 year range of teaching than we have had in the 15 years I've been at Parkade.

Weaknesses:

We have had unfilled positions within the year, especially with paraprofessionals that support our special education students. This is a struggling subgroup. In comparison to other Title I schools, we often have fewer human resources such as Title I reading teachers and the newly added Instructional Coaches at the district level.

Indicate needs related to strengths and weaknesses:

Fulfillment of vacant positions and comparative support with other Title I schools.

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:

Attendance at Parent Teacher Conferences was strong this year with 91% of parents engaging with classroom teachers either in person or over zoom.

Weaknesses:

There has been a decrease in attendance at our PTA meetings post-Covid and post restructuring. Our efforts to increase parental involvement are addressing this need area.

Indicate needs related to strengths and weaknesses:

Re-visioning and restructuring of committees and events of our PTA will occur this summer and into the beginning of next school year.

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:

There were many positive comments from our families, students, and staff about our school community on the district climate and culture survey. Our highest rating of 90% was in response to the question: Everyone has a chance to succeed at my school.

Weaknesses:

From the Boone County Mental Health checklist we are seeing an increase in students reporting internalizing behaviors. Although the numbers related to externalizing behaviors have decreased, our students appear to be keeping some emotions inside.

Indicate needs related to strengths and weaknesses:

Continued professional development in recognizing and supporting students with internalizing behaviors.

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 Mathematics instruction: Continued investigation of best-practice instructional methods and utilizing the most effective resources to support student needs. Continued analysis of priority standards as determined from the Missouri Learning Standards and connections to iReady instructional supports, intervention support, and goal setting. Goal: increase iReady performance in mathematics by 5%.

2	Scheduling: Ensure that the building schedule maximizes the instructional opportunities, especially Tier 1 instruction, for all students. We will analyze our special education needs and develop a schedule for learning specialists. Goal: increase performance for special education students within their IEP service areas by 5%.
3	Small group reading instruction: In connection to district emphasis in this area, we will implement the district resources with integrity and measure effectiveness of both our Tier 1 groups as well as our intervention groups. Goal: increase iReady performance in reading by 5%.
4	Revisioning of PTA: Increase engagement of our families, especially in supporting academic efforts. Identify an effective structure for leadership and strategies to encourage families to participate. Goal: monthly opportunities for parents to learn and support academic efforts both at school and at home.

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

☒ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	☒ 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 Reading Recovery	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 	☐	☐	☐	

☐ **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**

Conscious Discipline

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

Teams will collect and analyze ongoing formative data and make plans for remediation, reteaching, and interventions.
 Maximize strategic scheduling to ensure increased instructional time
 Work with Special Education Instructional Mentor to clarify and improve instructional practices and resources in Mathematics
 Begin exploring practices to increase instructional rigor in PLC

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

Description of how strategy/strategies will strengthen

Teachers are receiving specific professional development in the areas of writing , high-yield instructional/ planning strategies and data teams.
Utilizing iReady effect size information to support more strategic teacher professional development plans
Utilized proficiency scales to clarify the appropriate rigor of lessons to ensure proficiency

- ☒ Increase the amount of learning time

- ☐ Extended school year
☐ Before-and/or after-school programs
☐ Summer program
☒ Other

Targeted strategic intervention support during the school day and outside of Tier 1 instruction.

- ☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Targeted and strategic intervention support in the areas of reading and math.

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

We have a very high need for services in our families and often don't have the school resources to meet basic physical and mental health needs. Many of our students have suffered trauma and this affects their ability to work and learn in the classroom. We connect families with outside services but often there are barriers such as transportation that keep families from appointments. There are also limited resources in our community for children with extreme mental health needs.

Prioritization of implementation of Tier 1 instruction through strategic scheduling and planning

Increase in parental involvement in academic needs through PTA revisioning

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

Tier 1 support with schoolwide Conscious Discipline and Second Step instruction
 Tier 2 support team of staff case managing and providing supports and interventions, specific to student need
 Tier 3 support team with use of outside agencies, special services, and Boone County Mental Health Coalition

☒ Professional development activities that address the prioritized needs

Describe activities

Schedule to support 90 minute collaborative blocks for classroom teachers to receive professional development, analyze priority standards and create instructional plans to meet goals.
 Instructional Mentor, Administration, and Leadership Team and work with teachers to improve teaching practices in the area of mathematics, science, and data analysis process, in order to improve student achievement. Utilize an Instructional Rounds and Lesson Study models.
 Providing professional development on the use of the iReady platform, including the following:
 use of iReady lessons to support standards where students are underperforming
 use of iReady diagnostic and progress monitoring assessments to improve student performance and provide interventions.

☒ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

Creating and maintaining a School Family as defined by Conscious Discipline provides a supportive and strong school culture that is desirable for teachers to continue their educational journeys.

In order to continue to building capacity and culture 2 teachers and Assistant Principal to attend Conscious Discipline 1 Conference

Each year, I have a 1:1 meeting with each teacher to check in and look ahead. I am committed to supporting the personal/ professional needs of our staff members.

Providing building professional development in academic areas including Math and Science in order to strengthen teachers confidence and knowledge.

Professional development for first year teachers through the first trimester.

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

Describe activities

Each spring there are numerous events where preschool parents are introduced to elementary school, both at the preschool site and at the elementary. Also, there are transition meetings with preschool and the home schools to make sure critical information about the student is passed on to the new school.

Preschool teachers for the most at risk students are at the home elementary on the first day of school to help with the transition and to assist with parent questions since relationships are stronger with the preschool teacher than the new elementary

Elementary Special Education personnel will attend transition meetings with preschool staff in order to ease the transition of preschool students with a disability to the elementary environment.

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

☒ Yes☐ No

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

[School Level Plan Home](#)[Print](#)[Cancel Print Mode](#)**District/LEA Comments****DESE Comments**

Email: caitlin.wieberg@dese.mo.gov

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Improving Lives through Education

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