

**District/LEA:** 010-093 COLUMBIA 93 **Year:** 2024-2025**Funding Application:** Plan - School Level - 5035 NEW HAVEN ELEM. **Version:** Initial **Status:** Submitted☒ Number☐ Name[Select District](#)

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](#)

5035 NEW HAVEN 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 New Haven 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 event scheduling, types of events, and timing for events. At the September PSTO meeting the Title 1 teacher and the principal share what it means to be a Title 1 school and provide parents with a copy of our building compact. We also use this meeting as an opportunity to collect feedback about how to increase parent involvement. During the last trimester of school, a parent meeting is held again to review the year's successes and brainstorm ways to improve. A parent survey is also sent out to all parents and this information is used for planning, as well. The feedback collected from parents throughout the year directly impacts our planning and implementation of parent involvement activities.

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

POLICY INVOLVEMENT

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

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

- ☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- ☐ Transportation
- ☐ Child care
- ☒ Home visits
- ☐ Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

Parents are invited to two meetings. One is at the beginning of the year and one is at the end of the year. Parents who also have students who receive title reading services through Reading Recovery have the opportunity to complete a parent survey to give feedback on their experience with the program. A school wide survey is developed by the Title 1 teacher and the principal to collect feedback in the areas of leadership, culture, and academics. The goal of this survey is to collect ideas on how to improve our programming, make our events more accessible to our families, and encourage parent involvement.

- ☒ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

The beginning and end of the year meetings are specifically designed to not only inform parents about what it means to be a Title 1 school, but also partner with them in the planning and improvement of our events. In addition to those meetings our Title 1 teacher and principal work closely with our parent organization (PSTO) to engage in meaningful discussions with parents about how to improve our school and strengthen parent involvement. Those meetings occur monthly, which allows our parent involvement to continuously evolve and improve to meet the needs of our families. We are always working to find ways to better engage families, collect feedback, and collaborate on school events.

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.

Information about title programs is shared at the two annual meetings (beginning and end of the year). During our Back to School Night in September, the principal does a presentation for the families to explain what it means to be a Title 1 school and provide parents with information about the programs that we offer at New Haven Elementary. The principal also provides parents with information related to Title 1 programming at the monthly PSTO meetings. This ensures that there are numerous opportunities to engage in conversations with parents to help them better understand what it means to have the Title 1 designation.

- ☒ 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.

Information about the curriculum is shared with parents at Back to School Night. Each grade level team holds a 15 minute informational session that parents can attend to learn more about the curriculum, assessments, and ways to support their child at home. At this event during the principal's presentation parents are provided with additional information related to MAP and assessments that will be given to their students throughout the year. Information related to curriculum, academic assessments, and MAP achievement is provided in a newsletter each trimester to keep parents informed about their students' benchmark assessments, how to access their scores, and MAP achievement levels.

- ☒ 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)*

1. Be sure child attends school every day unless he/she is ill.
2. Keep teacher informed of child's progress at home.
3. Visit the child's Title I class or Reading Recovery lesson.
4. Listen to child read take-home books. Praise efforts.
5. Help child with other take-home materials. Praise efforts.

- ☒ 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.

New Haven provides opportunities for all parents to schedule meetings with teachers twice a year during parent teacher conferences. During these conferences, teachers share information regarding MO Learning Standards and how students are performing on MAP as well as district assessments. For the 24-25 school year, students will have Leadership Binders and during those meetings there will be time set aside for students to share their individual goals related to the standards they are learning, iReady, and building goals. Students in grades 3-5 will participate in district wide assessments and growth checks in reading and math six times a year, while grades K-2 will take those assessments four times a year. After each assessment cycle parents will be notified via email that their students most recent scores will be available on the Parent Portal. During our PSTO events, we plan to have students lead presentations to share what they are learning with parents and to increase parent participation. To ensure access to all parents there will be a virtual option for parent/teacher conferences, as well as virtual PSTO meetings.

We also plan to leverage parent events as an opportunity to provide information to parents related to the MO Learning Standards and ways to support students' achievement at home. Each event will have an academic focus: Math Game Night (Math standards), Read Around the World Week (Reading Standards), Get the Scoop Night (ELA & Math Standards, Building Goals, MAP Data, and Attendance information), and Breakfast with Buddies (Writing Standards).

- ☒ 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.

New Haven teachers provide reading, writing, and math materials for parents to use at home to help their students. During grade level events and parent teacher conferences, teachers supply and teach parents games and activities to help their students gain skills. Teachers will also be sending home homework weekly to provide parents with resources to support their students 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.

Through the Leader in Me framework, our Leadership Action Team will work on improving and supporting family/community engagement. After those meetings the team will share strategies and resources with staff in order to strengthen our partnership with parents. School personnel will participate in equity training, Leader in Me, and grade-level specific training in order to strengthen their knowledge/skills related to working with parents.

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.

During parent events, families will be able to celebrate student work and strengthen ongoing relationships with the school. These events are tied to reading, math, celebrating diversity, and student leadership. For our incoming kindergarteners, all Title I buildings work with the preschool program and ECSE program to transition families into kindergarten. Transition meetings with both families and staff take place in the spring each year. CPS also partners with Head Start with transition programs for students and families. For our 5th graders, middle school counselors come to visit our school and answer any questions the students have. Middle schools also provide a family night where our 5th graders can go look at the school and get to know the faculty.

- ☒ 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](#)

5035 NEW HAVEN ELEM.**COMPREHENSIVE NEEDS ASSESSMENT (school level)**

Section 1114(b)(6)

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

Date of Needs Assessment

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:

Our current enrollment is 254. We serve students K-5. New Haven serves a diverse population with a free/reduced lunch rate of 63% and serves 61 students who speak English as a second language. 91% of students at New Haven Elementary have no referrals. Along with the implementation of the Second Steps curriculum to support social emotional development, we will also utilize Leader in Me Lessons to provide additional social emotional support. We also added the position of Home School Communicator to assist with partnering with families to support their students.

Weaknesses:

New Haven has a 26.1% mobility rate and our current MSIP 6 Attendance percentage as of May is 78.1%. Our goal was to achieve 90% attendance by the end of the 24-25 school year. Only 16% of our third through fifth graders were proficient in math according to the iReady winter diagnostic results. Similarly only 34% of our third through fifth graders are proficient in reading according to the iReady winter diagnostic. These reading and math concerns led us to focus on Title I services in Reading Recovery, iReady Intervention, and increasing Parental Involvement.

Indicate needs related to strengths and weaknesses:

We also served 61 students in the 23-24 school year that spoke English as the second language. In order to support EL students in the 24-25 school year, teachers need more training on types of instructional strategies that ensure EL students can access Tier 1 curriculum and are supported through aligned interventions. We need to be more systematic in the support we provide our students in our subgroups at the Tier 1 level, which includes an emphasis on increasing student engagement.

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 iReady Reading

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

Strengths:

All students K-5 take the iReady benchmark assessment four times a year to track their progress throughout the school year. Kindergarten began the year with 24% of students at or above grade level in reading. At the mid year diagnostic, 75% of students were at or above grade level. In first grade, 16% of students were at or above grade level in reading. At the mid year diagnostic, 45% of students were at or above grade level. In second grade 25% of students began the year at or above grade level, and at the mid year benchmark check 37% of students were at or above grade level in reading. In third grade 10% of students began the year at or above grade level, and at the mid year benchmark 27% of students were at or above grade level. In fourth grade 31% of students were at or above grade level, and at the mid year benchmark 43% of students were at or above grade level. In 5th grade 18% of students were at or above grade level, and by the mid year benchmark 31% of students were at or above grade level in reading.

Weaknesses:

MAP academic achievement from the 2023-2024 school year was based off of the MSIP 6 Performance Report. Our current APR is 56.9%. Our current MSIP 6 attendance report has us at 78.1% and our goal is to get to 90%. We know if students are not at school, then they cannot make regular academic progress.

Indicate needs related to strengths and weaknesses:

We continue to align our systems using the Leader in Me framework and 4 Disciplines of Execution process. During weekly data teams we look at students who fall under the 15th percentile in iReady Reading. Based on our winter diagnostic results, we were also able to identify students who were not making progress towards our typical growth goal. We have 1.5 FTE allocated to New Haven to provide Title 1 reading support. Based on the staffing that is allocated, we are able to provide targeted reading interventions to students K-3.

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:

Teachers receive professional development in utilizing state standards and proficiency scales for when planning lessons and grading. Teachers participate in professional development in order to strengthen Tier 1 reading instructional practices. Teachers meet weekly in Data Teams to discuss data, provide additional professional development, and to focus on instructional strategies to support students. The Leader in Me framework has provided us with the resources to fully support students' social emotional wellbeing and academic needs. This ultimately leads to increased academic achievement.

Weaknesses:

The time allotted to each building to provide targeted professional development is limited. Restrictions related to collective bargaining also limit opportunities for teachers to meet and have vertical discussions.

Indicate needs related to strengths and weaknesses:

We need to provide additional professional development so that teachers can leverage high yield instructional strategies that specifically focus on our underrepresented students. We need to ensure that when we engage in collaborative planning, as well as empowering students to be leaders in their own learning. Through our Leader in Me process, we continue to provide teachers with professional development related to student goal setting and Leadership Binders.

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:

New Haven's teachers are committed to students and the average teacher at New Haven has taught 14 years. We have a consistent PST process and we aligned our building wide RTI time to ensure all students have an opportunity to be in a small group where their specific learning needs were targeted 30 minutes a day 4 days a week facilitated by the most qualified staff members. We also have increased the support we provide for early intervention in grades K-3. Our Title 1 teacher and Title 1 Reading Interventionist were able to serve 40 students that fell below the 15th percentile on the winter iReady reading diagnostic.

Weaknesses:

Due to hourly and certified staff burnout related to the demands from working at a Title 1 school coupled with moving to bigger cities outside of Columbia, we had to replace some key teachers. It was difficult to keep hourly staff positions filled throughout the year and we are often short staffed. We have increased our efforts to increase our parental involvement to assist in this area.

Indicate needs related to strengths and weaknesses:

Our school would benefit from access to the IC (Instructional Coach) in addition to the IM's. We are one of the few Title 1 schools who do not have access to that additional support. New Haven also only has one full time administrator.

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:

- Family involvement is strong for Get the Scoop Night, Family Game Nights, and Read Around the World Night.
- Accessing health services and health department services (Boone County Coalition)
- Buddy packs / accessing Food Bank
- Homeschool Communicator works to find services for families within the community
- Our EL Teachers work with our EL families to ensure they feel connected to the school and are up to date on events/important dates

Weaknesses:

•This year we struggled with parent involvement with our PSTO (Parent, Student, Teacher, Organization). In the 22-23 school year a Kindergarten Teacher and our classroom aide took over as co-presidents because we were unable to fill any of the officer positions. In 2023-24 we only had 4 parents who regularly attended meetings and planned events.

Indicate needs related to strengths and weaknesses:

For the 24-25 school year, we will be restructuring PSTO to meet the changing needs of our families. Hopefully this provides more flexibility for parents to get involved while managing their own busy schedules. As a Leader in Me school for the 24-25 school year, we will be increasing leadership opportunities for our students. Our hope is that by allowing students to lead and plan family engagement activities, it will increase parent involvement. Maintaining and expanding our relationships with partners in education is a goal for our 24-25 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:

We have spent the last three years developing our Problem Solving Team System, ensuring that it is aligned with our building needs and goals. For the 24-25 school year, we are confident in our PST process which involves our counselor, school psychologist, Boone County Mental Health Coalition correspondent, our Family Intervention Specialist, District Behavior Support, and any staff member that works with the student. This allows us to target the students' needs while also looking at possible ways to support the family and get them connected with resources. We also meet every Tuesday to discuss student data, provide professional development, and discuss student needs at the Tier 1 level.

Weaknesses:

Our goal is to decrease the turnaround time between the benchmark assessments for iReady, analyzing the data, and getting our targeted interventions up and running. This will allow us to be more effective in the flexibility within our RTI groups.

Indicate needs related to strengths and weaknesses:

We are integrating PBIS systems with the Leader in Me framework. In the 24-25 school year we will be in our second year of full implementation. We have a building-wide RTI time of 8:00-8:30. Students will be doing i-Ready reading lessons twice a week, i-Reading math lessons twice a week, and Fridays we will progress monitor.

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	Improve attendance through increasing our parental involvement.
2	Building goals will focus on Math proficiency rates.
3	Based on the end of the year iReady benchmark assessment, we will increase the number of students who are proficient in Math and Reading in iReady by 5% each year. Our hope is that this correlates to MAP and our scores in ELA, Math, and Science also increase by 5% each year.
4	Increase the ELA and Math proficiency rate by 5% over last year on the MAP assessment. Our Reading Recovery and Reading Intervention supports are focused on attacking this need.

Schoolwide Program [Hide](#)

5035 NEW HAVEN ELEM.

SCHOOLWIDE PROGRAM

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

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

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

Reading Recovery and small group reading intervention provided by New Haven's Title I reading teacher. Other tier 2 and tier 3 interventions are utilized in non-pandemic years through the RTI process building-wide.

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**

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

Teachers will be trained in PBIS, Leader in Me, and will receive professional development on the instructional resources available to support students during RTI. Teachers will also provide a strong foundation of instruction at Tier 1. Students who need additional supports will be able to access individualized small group instruction at our Tier 2 and Tier 3 levels.

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

Description of how strategy/strategies will strengthen

Work on integrating the Leader in Me framework with the systems already in place (PST, RTI, and PBIS). Teachers will engage in continuous professional development to strengthen their knowledge and understanding of High Yield Instructional strategies to ensure a strong Tier 1 foundation. We will implement Leadership notebooks schoolwide to promote student goal setting in the areas of ELA, Math, and attendance.

☐ Increase the amount of learning time

☐ Extended school year

☐ Before-and/or after-school programs

☐ Summer program

☐ Other

☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

All students in Columbia Public Schools have access to summer school. Students who are not performing on grade level are strongly encouraged to attend each year. While at summer school, students have access to Title, EL, and special education services.

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

All students who are at risk or not meeting the Missouri Learning Standards will have access to a targeted intervention group K-5 at the Tier 2 level. Those students who are significantly below grade level will also have access to our Tier 3 supports through Title 1 and EL. Leader in Me will also provide students with skills and strategies to become leaders in their learning, as well as leaders in their lives both in and out of school. These strategies allow us to support the whole student.

Activities will (mark all that apply)

☒ **Improving students' skills outside the academic subject areas**

- ☒ Counseling
- ☒ School-based mental health programs
- ☒ Specialized instructional support services
- ☐ Mentoring services
- ☐ Other

☐ **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- ☐ Career/technical education programs
- ☐ Access to coursework to earn postsecondary credit
 - ☐ Advanced Placement
 - ☐ International Baccalaureate
 - ☐ Dual or concurrent enrollment
 - ☐ Early college high schools
 - ☐ Other

☒ **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

☒ **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- ☒ Delivery of professional development services

- ☐ Instructional coach
- ☒ Teaching methods coach
- ☐ Third party contract
- ☐ Other

- ☒ Professional development activities that address the prioritized needs

Describe activities

Instructional mentors and department Coordinators work with teachers on the standards referenced grading with prioritized standards for the students. The District also holds professional development days to target specific instructional needs. District Leader in Me coaches work with teachers to support implementation of the Leader in Me framework.

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

Describe activities

By becoming a Leader in Me school, we provide teachers with unique training and the framework provides teachers with the tools and resources they need to support student achievement and social emotional wellbeing. We also leverage our veteran staff by pairing up new teachers with those who have experience to ensure that they have the support they need. There are also numerous leadership opportunities for teachers to increase retention. A high emphasis is placed on creating a culture and climate where staff, students, and families feel welcomed, supported, and connected.

- ☒ **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.

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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