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

5040 UNDERWOOD 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

- [x] This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The Parent engagement policy will be published, distributed, and reviewed/discussed for feedback at various meetings throughout the school year at such meetings as The Annual Title IA meeting, curriculum nights, and at the end of the year annual meetings to discuss the plans for the following school year. The annual Title IA meetings are also provided virtually via Google Meets.

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

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

POLICY INVOLVEMENT

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

  Section 1116 (c)(1)

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

- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [ ] Transportation
  - [ ] Child care
  - [ ] Home visits
  - [x] Funds will not be utilized for these purposes

  Section 1116 (c)(2)

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

- [x] 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 timeline is developed with a series of meetings for program development, review, and evaluation throughout the school year. Parent participants are invited and involved in these steps. The meetings for the year are set and developed first through the building leadership team and then through the PTA calendar to increase parent participation and access. Meeting information is shared via the parent activity calendar, published on the parent Google calendar, and sent out through the building newsletter bi-weekly throughout the year. Title IA annual meetings will be held at the beginning of the year, within the first 4 weeks of the first day of school. At the first meeting, Title IA funding, the building plan, parent and family engagement policy, and family activities that will happen during the year are reviewed. Before spring break, parents/families are asked to take a survey about their thoughts and recommendations on Family Engagement and Family & Building Activities throughout the school year. At the end-of-the-year Title I meeting held before spring break, parents/families review survey results and make recommendations for the building plan, family & building activities, and the School, Parent, and Family Engagement policy, in conjunction with the needs assessment.

☑ 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.

A timeline is developed with a series of meetings for program development, review, and evaluation throughout the school year. Parent participants are invited and involved in these steps. The meetings for the year are set and developed first through the building leadership team and then through the PTA calendar to increase parent participation and access. Meeting information is shared via the parent activity calendar, the parent Google calendar, the Schoology parent calendar, and the building newsletter weekly throughout the year. Title IA annual meetings will be held at the beginning of the year, within the first 4 weeks of the first day of school. At the first meeting, the building plan, parent and family engagement policy, and family activities scheduled for the year are reviewed. Before spring break, parents/families are asked to take a survey regarding their thoughts and recommendations on Family Engagement and Family & Building Activities they attended throughout the school year. Final revisions/recommendations are discussed at the end-of-the-year Title IA meeting held before spring break; parents/families review survey results and make recommendations to the building plan, family & building activities, and the School, Parent, and Family Engagement policy in conjunction with the needs assessment.

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 IA is reviewed/explained during Meet Your Teacher Night as well as published, distributed and explained at curriculum nights, Title IA information nights, parent-teacher conferences, PTA unit meetings, etc. Information will also be available on our building website.

☑ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

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

The curriculum is made available via district and school websites. Kindergarten holds curriculum nights, and all other grade levels provide curriculum presentations to parents electronically. Grade levels also share what will be covered in the curriculum in their weekly newsletter to parents, which is printed or emailed to all parents in their grade. Accommodations are made for families without internet access. MAP achievement levels are communicated via the Principal's start of the school communication or at the earliest meeting with parents MAP data is available from DESE.

☑ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

☑ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

☑ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

☑ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

1.Make sure they are in school every day possible, every minute counts.

2.Assist child with school work as needed at home to support student success.

3.Provide evening routines that are consistent and provide ample amounts of sleep.

4. Monitor screen time use including television, chromebook, video games, and other technology.

5. Attend curriculum nights and participate in one or more family events at Underwood.

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

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:
•Retain highly qualified/appropriately certified principals and teachers
•Provide instruction, materials, and high-quality professional development
•Maintain a safe and positive school climate

Hold annual parent-teacher conferences to;
•Discuss the child's progress/grades during the first quarter
•Discuss this compact as it relates to the child's achievement
•Examine the child's achievement and any pending options at the end of the third quarter

Provide parents with frequent reports on their child's progress as follows;
•Monthly suggestions from the classroom teacher
•Mid-quarter report mailed from the school
•Quarterly grade cards/reports sent home by the school

Be accessible to parents through;
•Phone calls or person-to-person meetings
•Email or other written correspondence
•Scheduled consultation before, during, or after school

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows;
•Attend a parent volunteer orientation
•Listen to children read
•Be a guest speaker, share about your career, your culture, a different country, talents, etc.
•Participate in PTA meetings, etc.

Offer Support and/or Resource Services: Resources offered where needed such as counseling or special education, or interventions for students who need additional assistance or accommodations.

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- [x] Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- [x] Issuing frequent reports to parents on their children's progress
- [x] Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- [x] 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

- [x] 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.

This communication occurs in digital and letter form to parents, through personal communications with the school counselor, administration, teachers, newsletters, and with district administrative support.

- [x] 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.

Various parent involvement nights occur and corresponding materials are provided for parents to support their children. Topics include curriculum, grade-level learning standards, technology, MAP preparation, bullying, social/emotional well-being, special programs of interest, equity, and parent involvement opportunities, etc. Included in our partnership with BIST, parenting classes are offered virtually to families. Teachers will review individual student progress during parent/teacher conferences and communicate ways to assist their child at home.

- [x] 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.

Trauma informed care will be continued as a way to educate school personnel on working with families. The Trauma informed approach fosters empathy and communication as well as the district dignity and belonging training. These professional developments build a knowledge base of staff members who are able to work with parents in a way that best sustains relationships and student growth.

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

- [x] 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.

The school works with local law enforcement, mental health providers, PTA, etc. to encourage parent participation in their child's education. We host events at the school for all students and their families. Events aim to strengthen school and home partnerships as well as expose guardians to additional resources and trusting relationships.

- [x] Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- [x] Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

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

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

ACCESSIBILITY

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

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

Comprehensive Needs Assessment Hide

5040 UNDERWOOD ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

6/15/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

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

Strengths:

Underwood is a diverse school composed of students from varying socioeconomic and cultural backgrounds. Underwood families seek high-quality education and high levels of learning for their children and possess a willingness to partner with the school. District and building events such as musical performances, Kindergarten Kick-Off, as well as extra-curriculars are well attended and supported by families.

Weaknesses:

Underwood has inconsistent student attendance as well as students needing assistance with social and emotional regulation, health and wellness.

Indicate needs related to strengths and weaknesses:

Needs include strengthening family-school partnerships to support student achievement, improving student attendance, and expanding supports that address students' social-emotional, behavioral, and wellness needs to increase engagement and academic success. To address these needs, staff will continue implementing MTSS, provide intensive social-emotional and behavioral interventions through a certified teacher behavior interventionist, and participate in ongoing trauma-informed professional learning.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- [ ] 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)
- [x] Other performance indicators used in analysis:

NWEA, Fastbridge, or other District assessments

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

Strengths:

Underwood evaluated academic programming and performance by analyzing local assessment data, demographic data, and MSIP 6, MAP achievement level summaries, grade level and achievement gap data. Local assessment data includes: NWEA data, individual MAP results for students, and standards-referenced progress reports. Underwood has seen consistent growth in both math and reading according to NWEA and MAP scores.

Weaknesses:

Weaknesses include inconsistent growth for several sub groups or transient students as well as building-wide fluency scores that are lower than district expectations.

Indicate needs related to strengths and weaknesses:

Needs include maintaining strong instructional practices that have resulted in overall academic growth while increasing targeted support for student subgroups and transient students whose growth has been inconsistent. A continued focus on student growth is a priority as staff collaborate to develop and implement action plans that ensure all students master grade-level priority standards. Additional emphasis is needed on improving building-wide reading fluency through evidence-based instruction, ongoing progress monitoring, and MTSS supports. All students will receive the time and support needed to achieve at high levels through access to high-quality Tier 1 instruction, targeted small-group interventions, and additional learning opportunities

Curriculum and Instruction

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

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

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

Strengths:

There is consistent execution of district curriculum and grade level expectations of reviewing data including NWEA, progress monitoring of individual goals through Fast Bridge, formative assessments etc. We will continue to focus on strong tier 1 instruction, continue to incorporate PCBL discussions into our lesson designs, and examine different ways to find evidence of student learning.

Weaknesses:

Based on academic data, second grade and third grade cohorts for the 26-27 would benefit from more intervention groups that allow smaller groups more focused on student needs based on data.

Indicate needs related to strengths and weaknesses:

Needs include sustaining strong Tier 1 instruction and the consistent use of data to inform instruction while increasing targeted small-group interventions for students with identified academic needs. Underwood will continue implementing an MTSS/Response to Intervention model that provides regular progress monitoring, evidence-based interventions, and timely instructional adjustments to support student growth. Continued implementation of PCBL practices and Trauma-Informed Schools strategies will strengthen academic achievement while supporting students' social-emotional development, with additional intervention support provided for the second- and third-grade cohorts.

High Quality Professional Staff

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

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

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

Strengths:

High levels of Underwood teachers hold a master's degree or higher in their education.All staff are Trauma trained and will continue to implement PCBL. At Underwood, all K-2 teachers are LETRS certified.

Weaknesses:

The Underwood hiring teams will continue to identify highly qualified applicants that may increase the diversity of staff to more closely represent the current student population. Additionally, behavioral concerns are affecting both student achievement and the overall classroom climate. Common challenges include classroom disruptions and social-emotional needs that interfere with learning. These findings emphasize the need for targeted interventions, additional resources, and proactive behavior support systems to encourage positive behaviors, create a more supportive educational environment, and improve student outcomes.

Indicate needs related to strengths and weaknesses:

Continue professional development in social-emotional support strategies and trauma-informed care. The Underwood administration is making a concentrated effort to find and hire high-quality, minority staff to support our students.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

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

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

Strengths:

Through the district' s partnership with BIST, we will offer parenting classes and webinars as they are presented.
Partnership with ReDiscover
Bi-weekly school newsletters
The 25-26 school year also brought an increase in school/family events, including the following:
Music programs
Art show
Choir events
Book fair/Donuts with Grown Up

Weaknesses:

Continue to increase participation in school and academic events. Ensure families representing our student demographics are participating in opportunities to connect with the school. Continue to increase participation in school and academic events. Ensure families representing our student demographics are participating in opportunities to connect with the school. Seek ways to host conferences with students.

Indicate needs related to strengths and weaknesses:

Needs include expanding meaningful family and community engagement opportunities that increase participation from families representative of the school's diverse student population. Collaboration among the building leadership team and PTA will support the development of inclusive events that strengthen family-school partnerships and student success.

School Context and Organization

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

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

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

Strengths:

Behavior RtI is providing behavioral and social-emotional support for students and staff. Underwood staff have all been trauma informed trained and work to support the whole student to be successful.

Weaknesses:

Students struggle with self regulation skills which can lead to more serious behavioral problems in the classroom. Behavior data demonstrates the necessity of teaching regulation and intervention before students escalate to dangerous behavior.

Indicate needs related to strengths and weaknesses:

A need for a certified teacher to pull students based on behavioral data to intervene with regulation skills, social skills, and other behavioral needs.

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	Increase growth in reading, math, and social emotional skills.
2	Increase student attendance
3	Increase family and community engagement

Schoolwide Program Hide

5040 UNDERWOOD 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 SEL Behavior Interventionist	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 SEL Behavior Interventionist	☑	☐	☐	

☐ **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

A regular review of student data and effective instructional practices help our staff assist students to meet the challenging Missouri Learning Standards. These also encourage student monitoring of their own learning goals and progress.

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

Description of how strategy/strategies will strengthen

Instructional strategies centered on intentional work surrounding essential learning standards, formative data, and the need to adjust our practices to ensure each student achieves mastery through the use of Multi-Tiered Systems of Support. Teachers engage in professional learning communities by collaborating over student data and generating plans of action to address when students already know the standards and when they do not.

☐ Increase the amount of learning time

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

☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

☑ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Strategies will be utilized during intervention blocks and during pre-teaching of curriculum standards. Response to instruction and corresponding intervention resources will assist students in meeting individual goals.

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

A certified teacher will provide behavior intervention by supporting SEL via small group instruction as well as pushing into the classroom to help facilitate appropriate responses, self regulation techniques, and conflict resolution. Applying a trauma informed approach to SEL will allow students to better access the general education classroom by reducing time out of instruction.

☐ **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

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

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

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

- [ ] **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

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

  Describe activities

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

  Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- [ ] Title I.A (required)
- [ ] State and Local Funds (required)
- [ ] Title I School Improvement (a)
- [ ] Title I.C Migrant
- [ ] Title I.D Delinquent
- [ ] Title II.A
- [ ] Title III EL
- [ ] Title III Immigrant
- [ ] Title IV.A
- [ ] Title V.B
- [ ] School Improvement Grant (g) (SIG)
- [ ] Spec. Ed. State and Local Funds
- [ ] Spec. Ed. Part B Entitlement

- [ ] Perkins Basic Grant - Postsecondary
- [ ] Perkins Basic Grant - Secondary
- [ ] Workforce Innovation and Opportunity Act
- [ ] Head Start
- [ ] McKinney-Vento
- [ ] Adult Education and Family Literacy
- [ ] Others

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

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

- (•) Yes
- ( ) No

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

School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments

Email: donisha.ray@dese.mo.gov
Current User: DESEPUBLIC