



District/LEA: 096-094 MEHLVILLE R-IX Year: 2026-2027

Funding Application: Plan - School Level - 5060 TRAUTWEIN ELEM. Version: Initial Status: Returned to LEA

☒ 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, Parent And Family Engagement Policy [Hide](#)

5060 TRAUTWEIN 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.

Parent engagement policy is now part of our online enrollment process. All families will need to acknowledge the policy and sign with approval. Additional efforts to obtain parent investment will be made through back to school curriculum and year-long family events hosted by the school. School-wide achievement data will be shared throughout the year via parent and teacher communication and meetings.

- ☒ 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.

Each year, we meet with parent representatives and community members to review the existing Title I policy and documents that govern work around Title I spending.

Additional feedback is collected through surveys following community engagement events.

- ☒ 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.

Each year, we meet with parent representatives and community members to review the existing Title I policy and documents that govern work around Title I spending. Additional feedback is collected through surveys following community engagement 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.

Families will be informed of Title programs at our annual back-to-school event, PTO meetings, as well ongoing, regular communication from classroom teachers and building administration.

- ☒ 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.

Families will be regularly updated about curriculum, district and grade assessments, and MAP achievement levels through ongoing communication with classroom teachers, as well as through parent-teacher conferences.

School representatives will meet to review and analyze student achievement data, which will be shared via PTO meetings and an annual Board of Education meeting.

- ☒ 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)*

The parent or legal guardian, will support my child's learning in the following ways:
Make sure they are in school every day possible.
Monitor the amount of screen time.
Be aware of my child's extracurricular time and activities.
Stay informed about my child's education by reading communications from the

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

The school will utilize high quality instructional practices, as well as research-based curricula and interventions to ensure student achievement. High quality resources will be used to ensure the effective delivery of the curriculum. All staff are responsible for the learning and growth 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.

Families will be regularly updated about curriculum, district and grade level assessments, and MAP achievement levels through regular communication with classroom teachers, as well as parent-teacher conferences each semester.

We will also host family engagement events that allow families to interact with the curriculum and learning activities alongside their child(ren).

- ☒ 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 will provide families with take-home books and math games, including additional resources that students can engage with alongside their parent/care taker.

- ☒ 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.

Staff will be provided regular, ongoing professional development on engaging families through two-way partnerships. This partnership and communication is an expectation for all staff.

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.

To ensure an effective partnership with parents, we will will coordinate with our early childhood program, summer academy sessions, as well as other local agencies to provide families with resources and opportunities to partner in their child's education.

- ☒ 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](#)

5060 TRAUTWEIN 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

4/22/2026

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:

MAP growth in 5 of 7 areas: ELA and math grades 3-5, science grades 5, and attendance.

Significant student growth on iReady in ELA and math, most grade levels show gains of over 1 year of growth. The median score in ELA and math are both over 100% whole school.

Weaknesses:

Diverse social-emotional needs of students
EL staff to student ratio
Counseling staff to student ratio
Attendance
School-wide math performance
Number of students requiring a Reading Intervention Plan

Indicate needs related to strengths and weaknesses:

Opportunities for growth include:
Consistent daily attendance for all students
Math performance
Vocabulary, phonics, and phonemic awareness foundation for students
Social-emotional support for students, specifically tier 2 and 3
Support for multilingual learners

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 Benchmark - math and reading
Teacher and district created common formative assessments
Dyslexia Screening
KOF - Kindergarten Observation Form

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

Strengths:

Significant growth and students meeting expectations, as measured by iReady, in the area of reading, specifically in phonics and phonemic awareness, and math.

Kindergarten achievement on iReady ELA and math.
4th grade achievement on iReady math.
4th and 5th grade achievement on iReady ELA.

Weaknesses:

Math performance continues to show areas for opportunity, as measured by iReady math benchmarking.
 Performance of students receiving special education.
 Students with social-emotional dysregulation, overall academic performance, and impact on the overall classroom and school environment.
 Kindergarten readiness

Indicate needs related to strengths and weaknesses:

Continued teacher professional development in the areas of math, ELA (specifically phonemic awareness, phonics, and vocabulary), student engagement, PLCs, high yield instructional strategies, tier 2 and 3 supports and strategies to close achievement gaps, attendance

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:

Increased focus and instruction in the area of phonics.
 Support of academic interventionists for students receiving tier 2 and 3 support.
 Use of iReady benchmarking data, goal setting and review of results.

Weaknesses:

Lack of supplemental math support for students in grades kindergarten through 2.
 Ratio of EL students to teacher.
 Overall tier 1 math instruction

Indicate needs related to strengths and weaknesses:

Continued phonics, phonemic awareness, and vocabulary instruction.
 Tier 2 and 3 support for students not meeting grade level expectations.
 Quality math instruction

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:

Percent of staff with masters degree
 Interventionists supporting students needing tier 2 and 3
 3 Reading Specialists
 class sizes

Weaknesses:

Lack of diversity in staff demographics to match the diverse student population
 Not having a full-time assistant principal
 Ratio of students to counselor
 Ration of multilingual learners to counselor
 Ratio of students to nurse

Indicate needs related to strengths and weaknesses:

Increased administrative, EL, and counseling staffing
 Increase diversity of staff to mirror student population
 Sub shortage

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 events hosted and attended by PTO and staff
 Family communication
 Support of PTO for students and staff
 Ongoing, collaborative family-teacher communication
 Student investment in their learning and growth

Weaknesses:

Helping families better understand how trauma affects the overall student and learning
 Attendance at PTO meetings
 Parent awareness of the importance of daily school attendance

Indicate needs related to strengths and weaknesses:

Educate parents about importance of daily school attendance
 Support families facing trauma

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:

School Improvement Plan
School-wide universal practices
Implementation of Zones of Regulation
Implementation of PBIS
class sizes
character education and SEL efforts and support for students

Weaknesses:

Review of PBIS, Big 5 data
Staff climate
Continue to develop teacher leadership

Indicate needs related to strengths and weaknesses:

Continue school-wide SEL efforts for students
Continue to improve school climate
Staff self-care and home-school balance efforts

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	supplemental instruction (reading and math) for students
2	Promote academic achievement for all students
3	Increase students meeting grade level expectations
4	Tier 2 and 3 support for students
5	Continued SEL efforts and support for students
6	Increase daily student attendance
7	Use of data to make informed decisions for students

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	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
6 ☐ Other	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

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

Push-in and pull-out instruction
 Parent Engagement/Support events
 Supplemental reading and math resources for school and home
 Access to tier 2 and 3 supports
 Remedial Reading Services
 Professional Development

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

Description of how strategy/strategies will strengthen

Push-in and pull-out instruction
 Parent Engagement/Support events
 Supplemental reading and math resources for school and home
 Access to tier 2 and 3 supports
 Remedial Reading Services
 Parent Engagement/Support events

- ☐ 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

School-wide reading and programs
 School-wide family engagement events
 Opportunities for literacy and math events for students and families

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

- ☐ **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

- ☒ **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

Professional Development will include, and is not limited to:
 PLC
 MTSS
 literacy
 Math
 SEL

- ☐ **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

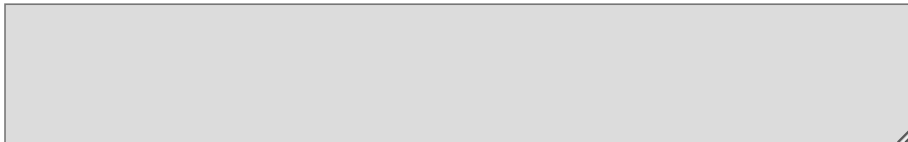


PARENT COMMENTS *Section 1116 (c)(5)*

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.



ESEA Plan Home

School Level Plan Home

Print Preview

District/LEA Comments

Email: william.bechtel@dese.mo.gov

Current User: DESEPUBLIC