

District/LEA: 048-069 GRAIN VALLEY R-V Year: 2023-2024

Funding Application: Plan - School Level - 4060 SNI-A-BAR ELEM. Version: Initial Status: Created

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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

4060 SNI-A-BAR 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.

The Grain Valley School District collaborates with parents and families to obtain agreement with the parent and family engagement policy. The policy outlining the requirements of the parent and family engagement policy is posted as part of school board policy on the district website, on the district website, and on Sni-A-Bar Elementary's website. Parents and family members at each of the Title I, Part A schools has the opportunity to participate as volunteer committee members involved with building planning teams responsible for planning parent and family engagement events in conjunction with the goals of the Title I, Part A program. Parents and family members also have multiple opportunities to provide feedback and agreement with the parent and family engagement policy through paper and/or online surveys. The School-Parent Compact agreement between families and the Title I school acknowledge the parent and family engagement policy as well. *The school parent compact agreement is available in Spanish and can be made available in other languages as needed.

- 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.

Sni-A-Bar Elementary convened a Title I Advisory Team made up of parents, teachers, and staff to work collaboratively on elements of the building wide Title I plan. Planning meetings centered around a reflection of the Multi-Tiered System of Support and how having additional staff members we are better able to meet student needs. These meetings were held before school began and monthly throughout the school year. The Title I Advisory Team have standing meetings with agenda items for Title I, Part A programs as well. Parents also have the opportunity to give input and review the plans through online surveys and at parent-teacher conferences, and an end of year reflection meeting held virtually to aide in attendance.

- 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.

Sni-A-Bar Elementary's Parent and Family Engagement policy was reviewed at our initial Advisory Team Meeting. We also shared information and allowed for future planning, review of the policy, and opportunities for improvement ideas each month at our advisory meeting, through monthly newsletters at classroom and building level, and through social media.

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.

Sni-A-Bar Elementary will continue to share a pamphlet regarding Title programs at all school events and send home with each student. Program information is posted to the building website, district website, board policies, shared through social media, and will be included in our monthly newsletters. All teachers will share information regarding the school's Title I, Part A. program throughout the year including at parent teacher conferences.

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

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

Sni-A-Bar Elementary promotes the district's curriculum and academic assessments information including MAP achievement levels in a variety of ways. Each year, the school shares curriculum with parents and families during a virtual curriculum event. This event transitioned to virtual based upon family feedback regarding preferences and increased participation. Each week teachers share a newsletter with families which includes their current lessons related to the curriculum scope and sequence of each content area. Additionally, the school provides all parents information regarding the district's multi-tiered system of support which includes information about specific benchmark assessments that inform student participation in additional intervention opportunities. This pamphlet also shares the instruction provided to students needing additional supports and how they can help at home.

Sni-A-Bar utilizes the FastBridge assessment program as the universal screening as well as a measuring stick for student and school progress in meeting the Missouri Learning Standards. These assessments as well as any classroom-based assessment report student progress aligned with the MAP achievement levels. Sni-A-Bar Elementary also utilizes achievement level descriptors similar to the MAP in its standards-based grading and reporting.

Parent-teacher conferences will be the primary opportunity for teachers to review individual MAP achievement level data with parents. Information about MAP achievement levels is also included in a letter provided to all parents. While a deep conversation regarding curriculum, assessments, and MAP levels is held at Parent/Teacher conferences, school staff collaborate and communicate with parents and families frequently throughout the school year using a variety of methods (in person, electronically, and phone calls).

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)*

As part of the Sni-A-Bar Title I, Part A School/Parent Compact, parents are asked to agree to support (by signature) the following to the best of their ability: 1. Go over child's assignments and/or completed school work daily, 2. Provide a quiet place and time for reading and studying each night, 3. Establish a routine that allows my child to get enough sleep and ensures that he/she is at school on time, 4. Participate in school activities for parents, including open houses, reading nights, and parent conferences, and 5. Be an active participant in reading with my child daily.

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

As part of the Sni-A-Bar Title I, Part A School/Parent Compact, the school (all staff members) agree by signature to do the following: 1. Set and communicate reading goals, 2. Prepare and implement lessons, that meet the student's needs, 3. Provide support and information to assist in reading at home, 4. Use the building's vision statement to guide decision making, 5. Regularly communicate student's progress with parents and classroom teacher.

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

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.

Sni-A-Bar Elementary provides assistance to parents in a variety of ways to communicate important information regarding the Missouri Learning Standards, MAP, local assessments, monitoring a child's progress and how to work best with educators. The primary forms of assistance are; Parent Teacher Conferences in the fall and a school pamphlet with the relevant information shared at all school events and sent home with students. Other ways Sni-A-Bar assists parents include sending progress notes with an invitation to meet for all students in Tier 2 or 3 interventions. Additionally, Sni-A-Bar Elementary will be adding a section of their monthly newsletter to highlight "did you know" information to help parents better connect with standards, assessments, student progress, and how parents can help their student at home.

- 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.

Sni-A-Bar Elementary will host an initial kick off parent event partnering with families and will include all of the relevant Title I, Part A information for parents. This event covers all of the elements of Title I, Part A, but also includes the first of many parent information tidbits on how to help children succeed in schools. Parents are also provided information on helping their children be successful at parent-teacher conferences and through classroom and school newsletters, website, and social media.

- 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.

As part of the engaging families and community goal for the district, Sni-A-Bar Elementary will provide professional development on how to improve reporting of student progress for parents/guardians. Administrators and our Instructional coach will specifically support teachers on how to use progress report comments, SeeSaw, and other parent communication to build a partnership with parents on student progress and how we can work together to support our students. Administrators will also highlight the different forms of parent involvement and engagement through the staff weekly newsletter. Sni-A-Bar Elementary continues to study trauma-informed schools best practices as they are beginning year 3 of this journey.

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.

Sni-A-Bar Elementary became the district elementary site school for ELD students in 2018-2019. Although this totals less than 25 students, the building is committed to ensuring successful integration and involvement of all students and will continue to utilize all resources available to coordinate the success of ELD students and families in the instructional program and school culture. The district hired a full-time ELD teacher for the 2019-2020 school year and added a full-time ELD paraprofessional in 2020-2021 (local funds).

Sni-A-Bar Elementary coordinates communication regarding kindergarten roundup events with local daycares and private preschools to support successful transition for incoming kindergarteners.

Sni-A-Bar Elementary will be working to communicate the availability of the Federal School Lunch/Breakfast program with families. As the USDA is not longer funding breakfast/lunch for all students, we want to make sure families are aware that the Federal Program exists and can help families in need. This will be done through general emails to all families and communication in our building and classroom newsletters.

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

Optional additional assurances

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

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

ACCESSIBILITY

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

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

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

6/13/2022

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:

Sni-A-Bar Elementary identified the following strengths based on the analysis and data from the needs assessment:

Student attendance continues to be high (ending the 21-22 school year above 90%) in spite of continued covid quarantines and absences due to an increase in elementary students testing positive for covid.

Student discipline incidents are not increasing.

Student mobility rate is considered low.

Staff and student survey results indicate "students are the highest priority" at Sni-A-Bar.

Weaknesses:

Sni-A-Bar Elementary identified the following weaknesses based on the analysis and data from the needs assessment:

Socioeconomic status data does not reflect the needs staff and administration are seeing with students. Teachers regularly report evidence of student need, but parents have either not applied for free or reduced lunch benefit or have chosen not to apply.

Enrollment is dropping, creating a higher concentration of students at risk.

Data regarding discipline is solely tracked by office referrals. This does not allow us to include increase in student needs at the classroom level.

Indicate needs related to strengths and weaknesses:

Beginning in the 2022-2023 school year, Sni-A-Bar will communicate the process of applying for free and reduced lunch as the USDA will no longer provide free breakfast/lunch for all students. This will be done quarterly to make sure parents are aware of this availability should they be in need.

Implementing more consistent communication through a building newsletter which will include a section regarding Title I and how it helps Sni-A-Bar to meet the needs of all students. Thus, applying for free and reduced lunch services can be a win-win for our school community.

After piloting and revising our data collection process regarding student behavior support (academic, social, emotional), we will begin the school year using this process school-wide. A school team will regularly review this data and determine if additional school-wide supports are indicated.

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:

Benchmark assessments (Fastbridge for reading and math, iReady for math)

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

Strengths:

Student performance is consistent year to year, with some growth, as we look at the same cohorts through time. Analyzing our student performance on our iReady diagnostic, our school fell into the quadrant indicating high performance, high growth (quadrant I) for Math.

Weaknesses:

Regardless of our focus on Reading Instruction, our scores on the MAP test continue to be stagnant.

Our team aligned our data analysis of students performing below to the national norms of below the 25%ile (was 40%ile). Due to this change, we were not able to determine if there was a decrease in students performing below as measured by our benchmark assessment.

Not having a year of MAP data will hinder our ability to look at data over time.

Indicate needs related to strengths and weaknesses:

Teams will continue professional development related to and implementation of multi-tiered systems of support in the area of math. Proactive and systematic in grades 3-5. Reactive, but systematic for grades K-2 based upon research related to a strong correlation between teaching a child to read improves math abilities as well.

Dig deeper into our long-term data to inform our current practices and reflect on their effectiveness.

While planning for core instruction, continue to focus on high quality instruction including awareness and teaching to Missouri Learning Standards. Working to make sure high level rigor is maintained in all grade levels for all students and supporting students to meet this level of expectation.

Shifting support of reading intervention from below the 40%ile to below the 30%ile to allow for more targeted intervention with individual students due to the limited human resources available.

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:

Having an instructional coach is helpful in providing consistency in implementing core curriculum and multi-tiered systems of support to address the needs of students. The reading curriculum includes systematic phonemic awareness and phonics instruction and the workshop model. Each year, we have added more time dedicated to phonics instruction.

Weaknesses:

Many areas of the curriculum provide great opportunities for students to learn, discuss, create, etc.. but the work time of students has become limited during the day. We found that students were producing less but were better able to articulate their thinking. We continue to seek a balance of teamwork, creativity, language development and the production of successful work with state like assessments.

Indicate needs related to strengths and weaknesses:

While teachers have a deeper understanding of the MTSS process by identifying specific student need and then supporting accordingly, there is still room for growth in applying this data analysis to core curriculum.

What more can we identify and bolster in the core curriculum to alleviate the need for intervention needs to be an ongoing area of focus. As the research behind reading instruction continues to evolve, so must our approach to the teaching of reading.

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:

All staff members are highly qualified and certified.

Increased focus on a multi-tiered system of support has encouraged shared responsibility among grade level colleagues.

Teacher retention is strong.

Teachers work together to find ways and expand their knowledge of supporting students in other areas (ie Math, Behavior) similar to what is occurring in reading with the multi-tiered system of support.

Overtime, the number of students who fall below the 15%ile decreased (higher number of students in 1st grade and the number decreases significantly by 5th grade).

Weaknesses:

Due to lack of movement, new ideas must come from professional development and vertical collaboration.

There is a shortage of support staff to successfully implement multi-tiered systems of support.

Indicate needs related to strengths and weaknesses:

Paraprofessional support is needed to support teachers intervention strategies in early grades for reading and other academic areas as part of a multi-tiered system of support.

Sni-A-Bar is early in their use of the MTSS process related to Math so additional support is needed.

Sni-A-Bar is in need of a MTSS system for behavior. Concentration in this area will be an emphasis in 2022-2023 school year.

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:

Our families are willing to attend functions at the school.

Families believe communication between school and home is relevant and timely.

Families believe they have a voice/input in the education of their children.

Weaknesses:

We have very few parents who are willing/able to lead events at the school.

Indicate needs related to strengths and weaknesses:

Our team will use new learning from the federal programs conference to think differently about parent and family engagement.

Continue to provide opportunities for families to be involved in a variety of ways to build a strong partnership.

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 a school mission that has buy-in from the staff, students, and families. There is a positive culture and view of the school by staff, students, and families.

Class size averages are under state standard thresholds.

Weaknesses:

Classroom student discipline data and tracking methods has improved, but will roll out school wide next year.

Indicate needs related to strengths and weaknesses:

A team of teachers created a tracking system for socio-emotional data. This will provide the data we need to reflect upon beyond office referrals.

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 Staff resources to support schoolwide Title I, Part A program. This will include; expanded use of existing instructional coach, existing reading specialist as funded by Title.

Professional Development and Instructional Resources - The long-range plan for Title I, Part A at Sni-A-Bar Elementary involves expansion of human resources for academic and behavior support for students. However, any carryover monies available after staff resources costs have been met will be targeted to professional development and instructional resources to supplement the overall instructional program and goals of the Title I, Part A Schoolwide Plan.

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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	<input type="text"/>	
2	Teacher	<input type="text"/>	
3	Principal	<input type="text"/>	
Plan Development Meeting Dates			
1	Meeting Date	mm/dd/yyyy	

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	<input type="text" value="Select..."/>	<input type="text"/>	<input type="text"/>

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	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

- 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

Instructional Coach - supports all teachers and students through modeling teaching, co-teaching, providing professional development, planning lessons, observing and giving feedback

Reading Specialist/Teacher - supports all students (schoolwide) through a combination of pull-out and push-in services. Push-in services will focus on K-2. Pull-out services will focus on 3-5.

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

Description of how strategy/strategies will strengthen

Reading instruction and strategies that will strengthen the academic program include, but are not limited to; multi-sensory reading instruction, guided reading, running records, systematic phonics instruction, Heggerty phonemic awareness, reader's workshop. As part of the MTSS, all teachers in the schoolwide plan will utilize a menu of evidence-based intervention strategies matched to individual student deficits. All Title I, Part A funded staff members support or are directly involved with one or more of these strategies.

- 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

Reading instruction and strategies that will strengthen the academic program include, but are not limited to; multi-sensory reading instruction, guided reading, running records, systematic phonics instruction, Heggerty phonemic awareness, reader's workshop, learning more about the Science of Reading and beginning to implement. As part of the MTSS, all teachers in the schoolwide plan will utilize a menu of evidence-based intervention strategies matched to individual student deficits. In addition to all school staff, the Title I, Part A funded staff members will support or be directly involved with one or more of these strategies. We are improving our focus on surface structures for grade 3 (including phonics instruction) based upon research and data reflection.

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

The instructional coach provides support for teachers through professional development in evidence-based interventions for reading improvement, core academic curriculum, evidence-based instructional strategies, data analysis and progress monitoring. We are improving our focus on surface structures for grade 3 (including phonics instruction) based upon research and data reflection. Additionally, we are deepening our understanding of Science of Reading and its implications for all grade levels in our core curriculum moving forward.

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.

Empty text box with a small icon in the bottom right corner.

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District/LEA Comments

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DESE Comments

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