



District/LEA: 050-012 Fox C-6 School District Year: 2024-2025

ePeGS

Funding Application: Plan - School Level - 4060 MERAMEC HEIGHTS ELEM. Version: Initial Status: Approved

Number

Name

Select District

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

School Level Plan Home

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

4060 MERAMEC HEIGHTS 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 school has a Title I committee that includes parents. The committee meets to analyze and discuss student needs, best practices, evaluation of current practices and plans accordingly. Parents are also surveyed yearly to give input concerning family engagement plans, activities and resources. Parents of English Language Learners are also invited to be a part of the district's ELL advisory committee. Parents sign in agreement to the Title I and family engagement plan through a school-student-parent compact. The Title I family engagement plan is available electronically on the district's website and is given to the parents at the beginning of the year Title I informational meeting.

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

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
 - To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved.*Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
 - Transportation
 - Child care
 - Home visits
 - Funds will not be utilized for these purposes*Section 1116 (c)(2)*

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

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

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

Parents are involved in the planning, review and improvement of the Title I A. program by being represented on the Title I committee in the school. Title I staff provide opportunities throughout the year for the parents to meet with the Title I teachers to discuss their child's progress and share any input they have concerning the program. The parents are also surveyed and can submit the survey anonymously if they would like to. The survey allows for parents to answer constructed and unconstructed responses to questions regarding the effectiveness of the program. All information that is always available to be translated in any language for the parents.

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.

Through a beginning of the year meeting parents are informed of their rights to be involved in the planning process. Parents can ask questions or provide input and, if agree, sign the school-student-home compact. Surveys are also used to gather parental input in planning the family engagement policy which is shared with parents at the beginning of the school year. Parents are invited to participate in the school's Title I committee, and PTO.

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.

Each Title I school offers a beginning of the school year open house/pto/Title I informational meeting for parents. Information is housed on the district webpage for Title I in which parents can access. The program is again explained in the school-student-home compact which parents sign stating they understand and have read the information. Parent participation slips are sent home which also explain the supplemental instructional program in which parents sign and return. Pamphlets are provided at various school function and housed in areas accessible to the community in which the programs and requirements are listed. "Parents-right-to-know" and "Complaint Procedures" are also available in the student handbook, online and are sent home. When applicable these items are sent home in the parent's native language.

- 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.

All student achievement results are shared with parents in a timely manner and in a way parents can understand. Parent-school conferences will take place each semester where student progress is shared and explanations of the curriculum is shared with parents along with the opportunity for parents to ask questions regarding curriculum, academic assessments and achievements. Parents are encouraged to provide input in the planning and implementation of district curriculum and chosen assessments through participation in the curriculum and instruction advisory council. Parents are also included in CSIP advisory committees regarding curriculum, instruction, assessment and achievement data/results.

- 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 parents meet with Administration and staff at the beginning of each school year and jointly agree to responsibilities of each stakeholder, including the student, and sign the compact confirming understanding. Parents are reminded to have children in school, on time and use the parent portal to review progress and maintain open communications with Teachers to best support their child(ren). Parent Compact includes agreements to promote 8 hours of sleep, have children prepared for school, have children arrive to school on time and provide nightly support for and review of homework. There is also a request to read with children daily.

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

Teach lessons that are necessary to the student's success and provide research-based best teaching/learning practices, resources, and materials

Develop insightful ways to teach for every student's individual learning style

Communicate regularly with parents

Provide a safe and positive learning environment for 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.

Through parent-teacher conferences, Title committee meetings, forums, newsletters, pamphlets and family engagement activities, parents are kept informed and encouraged to ask questions and seek guidance in supporting their child's learning and skills development at home. Reading and Math skills workshops and idea links are offered throughout the school year to help parents assist children at home with academic skills and homework. Reading skills is a focus with supports being developed to promote reading at all levels, in all schools to best support all students in response to the new House Bill going into effect in January.

- 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.

The school provides various family engagement activities throughout the school year where families learn researched-based strategies that support learning in the home. Reading and math materials are shared to support skills development and address learning loss.

- 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.

Title I and school staff have access and have attended professional development activities to support outreach and the importance of family engagement to improve student success. Many ideas found in the book "Beyond the Bake Sale" have been implemented by staff members. Book study was conducted by the Title I staff on this topic.

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.

Parent participation on various committees will ensure parent input, review, evaluation and understanding of all facets at both the school and district level through advisory councils and forums to include PTOs.

- 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

4/15/2024

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

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

Strengths:

Strong and active PTO
Strong participation in after school-sponsored functions
Student Goal Setting based on data (individual plans)
GRIT Score implementation with students
Social - Emotional Curriculum/Focus

Weaknesses:

High transitional student body
High poverty
ELA-reading/academic vocabulary
Mathematics- low achievement in geometry, measurement and algebraic thinking, and number sense

SEL training and resources
Lack of Pre K skills/Kdg. preparation
Parental Involvement in School Activities
Students lacking basic needs/necessities for school (food, hygiene, clothes/shoes, school supplies).

Indicate needs related to strengths and weaknesses:

Student support for the following:
Social-emotional well-being
Reading/academic vocabulary and writing and language usage
Geometry, measurement, algebraic thinking & number sense

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:

NWEA & Grade Level Benchmarks are all piece of data analyzed by the data team at MHE & through PLC collaboration.
NWEA results
Schoolwide Benchmark Data - NWEA 3x a year (schoolwide benchmark)
LLI Benchmark - Beginning and End of Year
Dreambox Growth Report

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

Strengths:

RTI process
PLC process

Weaknesses:

Reading/academic vocabulary, writing, and language usage
Math - Geometry, measurement and algebraic thinking, and number sense
Social Emotional -(self regulation skills are lacking in need of support).

Indicate needs related to strengths and weaknesses:

Reading & Math supports needed for all students.
Social - Emotional supports needed for all students (focusing on self regulation & self control).

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:

Vertical alignment in ELA & Mathematics
Using data to drive instruction
Common academic & behavioral vocabulary in the building
Character Education Vocab. Building & Positive Behavior Support Vocab
Social Emotional Learning/Practices

Weaknesses:

Resources for small group instruction and balanced literacy
Resources for vertical math planning/teaming/alignment
Resources to address students with characteristics of or diagnosed with Dyslexia

Indicate needs related to strengths and weaknesses:

Resources to support the implementation of:
Effective and consistent use of RTI and PLCs
Small group and individualized instruction
Literacy resources/Reading Plans
Math resources
Social Emotional Training and Counseling Services (student & staff)

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 are highly qualified
Specialist Support Staff are certified (Reading & Math Specialist)

Weaknesses:

Consistent use of best practice intervention in the use of RTI, PLCs, balanced literacy and guided instruction
Social Emotional practices to decrease incidents of behaviors

Indicate needs related to strengths and weaknesses:

Consistent use of best practice intervention in the use of RTI, PLCs, balanced literacy and guided instruction
SEL Trainings
Counseling Services/Social Workers to assist Staff and 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:

- 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:

Strong and active PTO
Parent-Staff Surveys (feedback used to drive programs and set goals)

Weaknesses:

Resources for parents to use in the home to better support literacy and mathematics skills and instruction
High economic deprivation

Indicate needs related to strengths and weaknesses:

Resources for parents to use in the home to better support literacy and mathematics skills and instruction

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 analyze the needs of our students
 We review practices and procedures that need revisions as necessary in order to meet our changing population.
 Strong and active PTO
 Vertical alignment among grade levels in regards to PLC
 RTI practices are consistent

Weaknesses:

Attendance
 Changing student population
 Incoming students/Pre K students lack school ready academic skills in reading and math
 Social emotional skills training for Staff
 Lack of parental support and/or involvement in student academics
 Growing homeless population

Indicate needs related to strengths and weaknesses:

Our changing student population and increasing homeless population
 Parental Involvement
 Students lacking tools necessary for school/Kdg

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	Enhance on-line access, tools, and resources for students, staff, and Parents to address learning loss
2	Increase student daily attendance rate by at least 2%.
3	Increase academic achievement by at least 3% across all grade levels in Math and ELA
4	Increase professional development in the area of instructional and leadership practices.

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	<input checked="" type="checkbox"/> Math	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 <input type="checkbox"/>
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 <input type="checkbox"/>
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 <input type="checkbox"/>

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 <input type="checkbox"/>	
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 <input type="checkbox"/>	

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

Before/After school tutoring may be utilized if indicated by RTI for individualized students on an "as needed" basis.

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<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**

Professional development, social emotional and trauma sensitivity

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

Supplemental instruction in reading and mathematics.
Best practice instruction as proven through research (First Best Instruction)
Continued growth & learning surrounding our practices with RTI and PLC
collaboration & processes.
Identification of weaknesses according to data collection, through data
analyzation students will be placed on learning plans/paths to meet growth on the
MLS.

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

Description of how strategy/strategies will strengthen

Ongoing Professional development for teaching staff.
Improved collaboration strategies & practices in PLC groups to analyze student
data in meeting the needs of those most at-risk (prioritizing those students who
are in need of remediation/RTI 2 & 3).

- Increase the amount of learning time

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

Tutoring may be offered & provided to identified students who are at-risk. This
will be done as pull out/push in with Interventionalists' and Specialists'.

- 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

Use of multi-criteria selection process for determining those students at risk then follow up RTI and supplemental instruction as needed on a consistent and regular basis.

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

Professional development in balanced literacy, RTI, PLC, restorative justice and trauma sensitivity training for staff. Ongoing goal.

Title I and school staff have access and have attended professional development activities to support outreach and the importance of family engagement to improve student success. During monthly PLC time staff discuss & share best practice ideas focusing on parental involvement strategies. Professional development resources are linked in monthly agendas for staff to take back to their buildings to share with staff & parents. Resources include parental involvement strategies.

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

Describe activities

Certified teachers/specialists are placed in all Title Reading and Math positions.
Recruitment during job fairs throughout the school year with Principals & the HR Department.
Competitive Salary
Mentoring Opportunities
Tuition Reimbursement Programs

- 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.

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District/LEA Comments

DESE Comments



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