



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

ePeGS

Funding Application: Plan - School Level - 4030 CLYDE HAMRICK 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.

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

4030 CLYDE HAMRICK 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, Teachers, and administrators. The committee meets to analyze and discuss student needs, best practices, evaluation of current practices and goals. Parents are surveyed for their input concerning family engagement plans, activities, and requested resources. Parents sign a school-student-parent compact. The Family engagement plan is available electronically on the district's website and is given to the parents at the beginning of the year Open House/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 grant plans. Staff provide opportunities throughout the year for the parents to meet with the Title I teachers to discuss academic progress and share program information and resources to support learning at home. The parents are surveyed and can submit anonymously. The survey allows parents to answer constructed and unconstructed questions regarding the programs. Surveys and building information are available in home languages.

- ☒ 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 through staff and if agree sign a 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 also participate in the school's Title I committee, forums, and various meetings throughout the year.

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 informational event for parents. Information is housed on the district webpage for Title I in which parents can access. The program is explained in the school-student-home compact which parents sign stating they have read and understand. Parent permission 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 program and the program 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.

Student achievement results are shared with parents. 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 achievement levels. Parents are encourage 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 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. Materials and resources families may use at home to address skills development and learning loss are provided.

- ☒ 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 attend professional development activities to support outreach and the importance of family engagement on student success. During monthly PLC meetings staff discuss & shares best practice and ideas 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.

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.

District-wide parent forums take place to review programs and seek parent and community input. Parent participation on various committees will ensure parent input, review, evaluation and understanding of all facets at both the school and district level programs.

- ☒ 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)*

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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:

Clyde Hamrick provides quality instruction to the students K-5 by identifying the needs of students by analyzing data and listening to families. Those needs are identified through analyzing information from input & information collected in the needs assessment. The team at CHE also continually looks at information gained from informal assessments during weekly PLC collaboration time. CHE has a strong and active PTO and sense of community in the school. Low ELL population.

Weaknesses:

Limited social/emotional skills and resources for families.  
High poverty  
High FRL rate  
Student population is extremely transient

Indicate needs related to strengths and weaknesses:

Continuous family outreach to meet the needs of our community. Parents struggle to provide basic needs and support educational needs of students in the homes.

### 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:

Through the PLC process, CHE continually reviews our instructional practices that directly impact our students. Data teams are put into place to analyze building data & use that data to drive the academic plans for the building - meeting the needs of all students & identifying those at high risk of not meeting the MLS.

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

Strengths:

Mathematics- Scoring high in number sense and number operations skills  
ELA- Scoring high in Reading process and reading foundations for both fiction and non-fiction.

Weaknesses:



Changing demographic population.  
Mathematics- Low scoring in relationships and algebraic thinking, geometry and measurement  
ELA-reading vocabulary, writing and language acquisition.

Indicate needs related to strengths and weaknesses:

Changing population  
Resources for Students and Staff, professional development and PLC/RTI emphasis on weakness:  
Mathematics- Low scoring in algebraic thinking, geometry and measurement  
ELA- Low scoring in reading vocabulary, writing and language.

### 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:

We meet throughout the school year to address the current needs of the school. Vertical alignment for ELA curriculum includes emphasis on balanced literacy and small group instruction. PLC and RTI training has been provided and will continue.

Weaknesses:

Vertical alignment in mathematics and science  
Continuation of RTI and PLC training and use of balanced literacy approach to instruction  
Parent involvement in understanding the curriculum and how to help support the curriculum at home

Indicate needs related to strengths and weaknesses:

Resources and professional development will be provided to address the following:

Spring NWEA scores and benchmarks used by title I reading and math specialists  
Benchmark reading assessment given by classroom teachers

Vertical alignment in mathematics and science.  
Continuation of RTI and PLC training to promote first best practice and use of  
balanced literacy approach to instruction.  
Parent involvement to support learning in the home

Through the evaluation of NWEA, Acadiane scores the committee determined  
intervention strategies are required in ELA and mathematics. We have determined  
to meet the needs of the students by closing the gap in primary grade levels  
using RTI research based interventions.

### 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  
Competitive Salary Schedule  
Tuition Reimbursement Program (Professional Development)  
Mentoring opportunities

Weaknesses:

Expanded RTI, PLC and Balanced Literacy approach to instruction, trauma sensitive trainings

Indicate needs related to strengths and weaknesses:

Resources and professional development will continue to support the following needs:

RTI, PLC and Balanced Literacy approach to instruction as well trauma sensitive training

CHE will support classroom teachers as well as interventionists, through professional development in the area of the Science of Reading and the implementation of Foundations as well as intervention programs such as Wilson and Just Words.

Professional development will also include the purchase of professional learning materials in order to establish resources on the Science of Reading.

### 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:

Outreach to our family members to address increasing social and emotional needs for our students and families.  
Strong, active and supportive PTO that invites all parents to participate

Weaknesses:

Parent supports for mathematics and ELA skills. Lack of literacy materials to use in the home that support learning.  
Attendance at Parent workshops focusing on learning/study skills  
Video/online tools to support student learning and safety (Parents)

Indicate needs related to strengths and weaknesses:

Increased counseling, social resources and those that have a direct impact on student relationships. Opportunities for parents to learn more about the curriculum and how to better support learning at home.

### 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:

Continuously analyze the needs of our students.  
Low turn over of staff.  
Strong PTO and staff relationship so supportive of each other's work.

Weaknesses:

Changing student population  
High Poverty  
Limited RTI interventions

Indicate needs related to strengths and weaknesses:

Strong hiring practices  
Resources (including additional professional development) will be used to meet the following needs:  
Changing student population.  
Use of RTI interventions, first-best-instruction and effective PLCs/PD/Mentoring

## NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."  
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Increase literacy; vocabulary and reading comprehension. Including reading, writing, and language skills.
2	Mathematical supports for our students in the areas of: understanding number sense, relationships & algebraic thinking, geometry and measurement.
3	Social-Emotional, Mental health and Wellness resources for staff and students
4	Attendance-increase Student attendance by 10%

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

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="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

Small group instruction will be provided as Tier 2 and 3 interventions are implemented through a pull-out and push-in model by highly qualified reading and math specialist. Family engagement opportunities to support mastery of skills will take place.

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

Description of how strategy/strategies will strengthen

High emphasis and regular RTI review teacher/specialist meetings to check for progress and make adjustments as well as regularly scheduled time for small group instruction for students and regularly scheduled times for PLCs to meet.

Reading & Math Specialists will offer differentiated instructional strategies to general education classroom teachers in order to meet the needs of students who consistently struggle with meeting the MLS.

- ☐ 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



PLC groups regularly check for vertical alignment  
Ongoing communication with parents regarding district curriculum to enhance learning n school and at home.

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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

Small group instruction, individualized learning plans with emphasis on skills needed to meet grade level MLS.

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 the use of RTI and PLCs  
Research-proven best instruction in balanced literacy and individualized mathematics instruction.

☒ **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

Readiness event in the spring to support and provide families with tool kits that support  
Literacy readiness skills  
Early mathematics success mindset and number sense skills  
Fine and gross motor skills foundation  
Technology usage and support for parents to aide in the home-school connection

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## 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.

**DESE Comments**