

District/LEA: 050-012 Fox C-6 School District Year: 2025-2026

Funding Application: Plan - School Level - 4020 FOX ELEM. Version: Initial Status: Approved

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](#)

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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 of students in the Title I program, sign that they have received a copy of the family engagement plan as well as a school-student-parent compact, Parent's Right to Know and the Complaint Procedure. 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. It is also emailed out to the entire building each fall.

- ☒ 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, either on paper or electronically.. 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 using google translate. Feedback is analyzed while we build our Needs Assessment and is factored in as we create Building Plans, as well as when we are planning how to allocate our TI funding allowances.

- ☒ 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 the Title I 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 who participate in the school's Title I committee, have another opportunity to provide feedback during the meetings.

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. Title I specialists are available at Open House to provide information and answer questions. After Open House, a slide show is sent home to all families in the building, providing an overview of the program. 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 also 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 should English language acquisition be a barrier. All parents are invited to our Parent Committee meetings, which include information about the program, updates on what is happening in the program at the time, and opportunity to ask questions.

- ☒ 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 and will continue to be 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 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 in which parents are welcome to be a part of. Parents are and will be also included in CSIP advisory committees regarding curriculum, instruction, assessment and achievement data/results. Parents are also informed of a free app by Mastery Connect that allows them to view and reference the Missouri Learning Standards for free on their electronic devices. Curriculum for all core subject areas are on a 3-year-cycle to check and adapt for alignment to state standards and vertical/horizontal alignment. District curriculum is available on the district website. Assessment results are discussed at the Spring Parent Committee meeting, including what each assessment is used for and providing parents the opportunity to ask questions.

- ☒ 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 of all Title I A. students meet with Title I staff at the beginning of each school year and jointly agree to clearly documented responsibilities of each stakeholder, including the student, and all sign the compact confirming an understanding. Parents are expected to provide students with a safe place to work at home, consistently ensure that the students are at school and on time, and communicate with school staff regularly.

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

These are taken directly from the "teacher's responsibility" section of the school's parent-teacher-student compact:

- Teach lessons that are necessary to the student's success and provide research-based best teaching/learning practices
- 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
- Teachers are given time on a regular basis to work and meet in PLC groups and

Staff participate in RTI and PLC meetings to collaboratively problem solve and evaluate each student's individualized needs. Teachers are provided duty-free planning time. Teachers participate in 6 district-led professional development days, focusing on data driven district and building needs. Curriculum is research based and materials are provided to staff members to carry out curriculum.

- ☒ 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, parent summits, newsletters, pamphlets and family engagement activities, parents are well informed, able to ask questions and seek guidance in understand components of first best classroom instruction taking place, supplemental supports/instruction, assessments, curriculum and student achievement. District wide parent engagement events were held throughout the year to support parent's understanding. All parents in the building are invited to Title I Parent Committee meetings and Title I Informational meetings. Parents are informed of their student's academic progress through quarterly progress reports and report cards. They receive a copy of their MAP scores each fall via a the printed Student Report page. Missouri Learning Standards are available through the district website.

- ☒ 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 come to learn researched-based strategies that support learning in the home. The district also offers a parent summit event once a year where parents can attend breakout sessions regarding various aspects of their child's education. Regular emails and blog posts are sent to parents with updates on current strategies used in reading and math classrooms. All parents are invited to attend the Parent Committee meetings where they are able to ask our content specialists questions.

- ☒ 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 student success. After each event, we survey those attending to gather feedback on the event to assess its success. During monthly PLC time Title I staff discuss & share out best practice ideas focusing on parental involvement strategies. Each building has an Open House scheduled each fall, and conferences scheduled in the fall and spring. Prior to these events, we discuss best practices for parental involvement and communication. All parents are invited to attend the Parent Committee meetings to share feedback. We also gather survey information annually from all families for feedback on what they would like for family engagement.

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 summit will take place once a year to incorporate all avenues of learning and systemic functions of the district. Parent participation on various committees on building and district levels will ensure parent input, review, evaluation and understanding of all facets at both the school and district level through advisory councils and presidents forum to include PTO organizations. We encourage community resources such as the fire & police departments, as well as our local public library to join us for events.

- ☒ 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

4/15/2025

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:

In relation to socioeconomic status of students, Fox Elementary addresses learning gaps of all students, ensuring academic supports being accessible and equitable for all students. ELL students are supported by a certified ELL staff member, dependent on student needs, a certified Reading Teacher and supplemental Math Teacher provide pull out and push in services to improve reading and math skills development. Attendance initiatives in place to ensure attendance rates among the student population does not fall below the state/district average.

Weaknesses:

Fox Elementary has a growing McKinney-Vento, ELL, and free/reduced lunch population. Students in poverty, students facing traumatic home situations are increasing year to year for FES. May 2025 Free 37%, Reduced Lunch 8%, Free & Reduced 45% ADA 93.76% Staff have used 369 sick and personal days in the 24-25 school year to date

Indicate needs related to strengths and weaknesses:

The building has a RtI team to help teachers with best practices for RTI/progress monitoring strategies. We are lacking in structured and consistent assessments, intervention, and data collection programs across the district. We have added a full-time interventionist, who has assisted with both target and long term interventions with individual students and small groups.

Building academic and social/emotional goals address student demographic needs and are revised year to year in the building improvement plan. We have a full time reading and a full time math specialist in the building. They are able to provide targeted interventions to students struggling in their content areas. To support struggling students, we need high quality teaching materials and supplies, materials for a variety of teaching approaches to meet the needs of all students, and training.

They are available to provide teacher support through PLC, conferencing, and PD. We have a full time school counselor who meets with classrooms for SEL lessons, coordinates and provides targeted services on an as needed basis. We have a full time nurse who is available to consult with parents during the school day on a limited basis.

Staff need support to manage their own stress and anxiety. Staff are feeling the burn out of the school year much earlier than typical. They would benefit from mindfulness training and experiences that are quick and easy to implement.

Staff and students need ongoing opportunities to build character and leadership skills, including but not limited to service projects, fundraisers, and inter-building collaboration. Through these opportunities, they can build positive relationships with the school community and local community.

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:

MATH:

Spring 2023 MAP 3rd grade 74% Basic and Below Basic 4th grade 52% Basic and Below Basic, 5th grade 45% Basic and Below Basic. Spring 2024 MAP 3rd grade 51% Basic and Below Basic, 4th grade 46% Basic and Below Basic, 5th grade 46% Basic and Below Basic

Spring 2024 NWEA

Building at 44th percentile

K 62nd percentile, 24% Basic or Below Basic
1 44th percentile, 44% Basic or Below Basic
2 28th percentile, 62% Basic or Below Basic
3 25th percentile, 60% Basic or Below Basic
4 43rd percentile, 49% Basic or Below Basic
5 50th percentile, 39% Basic or Below Basic

Acadience Math Benchmark Fall 2024

1 42% Below or Well Below Benchmark
2 65% Below or Well Below Benchmark
3 77% Below or Well Below Benchmark
4 52% Below or Well Below Benchmark
5 51% Below or Well Below Benchmark

ELA:

Spring 2023 MAP 3rd grade 60% Basic and Below Basic 4th grade 55% Basic or Below Basic 5th grade 36% Basic or Below Basic

Spring 2024 MAP 3rd 53% Basic or Below Basic, 4th 56% Basic or Below Basic, 5th 41% Basic or Below Basic

Spring 2024 NWEA

Building 51st percentile

K 59th percentile, 27% Basic or Below Basic
1 56th percentile, 39% Basic or Below Basic
2 46th percentile, 28% Basic or Below Basic
3 39th percentile, 51% Basic or Below Basic
4 41st percentile, 50% Basic or Below Basic
5 59th percentile, 32% Basic or Below Basic

RSP Growth

Total Number of RSP: 116 (including students with IEPs)

BOY to Mid Year:

Red 66% to 31.5%

Yellow 33% to 57%

Green 1% to 12%

At Risk

K 12.5%

1 50%

2 49%

3 41%

4 53%

5 52%

Attendance in correlation with student achievement.

Exposure to trauma in association with impeding student achievement (i.e. homelessness, foster care and other life experiences that have resulted in the exposure to trauma)

Gap in student achievement due to COVID school learning models from 20-21 - hybrid, virtual, 4 days in school.

ELL needs in correlation with student achievement

IEP and 504 status

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

Strengths:

ELA-Phonemic awareness, word reading
Mathematics- lower functioning computational skills
ELL- Rate of English acquisition as reflected in ACCESS Scores

Weaknesses:

ELA- decoding, comprehension
Mathematics- Algebraic reasoning, number sense, fractions, problem solving
ELL- Application of English acquisition skills regarding academic vocabulary as reflected in MAP Scores
Special Education Sub. group- low on achievement in all assessed subject areas

Indicate needs related to strengths and weaknesses:

Building needs focus on understanding and application of reading and math skills. Reading, while strong in phonemic awareness, students lack phonics and comprehension skills and ability to apply them when reading, answering questions about their reading, and writing. New assessments have been used in the 24-25 school year and adjusted again looking toward the 25-26 school year. Reading Success Plans have been put in place to indicate needs of specific students to improve reading skills. A more organized and systematic plan to implement and assess growth within these plans needs to be in place district wide. The building has a RtI structure in place, however there is no district structure, materials, or consistent expectations to carry out the RtI process.

In math, students are stronger in rote math skills and weak in number sense, including fractions and decimals, and algebraic reasoning. In 21-22, math specialists started using the Bridges Math intervention resource and continue to see positive trends in data within their targeted groups. The district has purchased Number Corner, a math program, for K-3rd grades to improve number sense. FES purchased the program for 4th and 5th grade as well. All teachers had the opportunity to attend Number Corner training and several classrooms implemented part or all of the program in 23-24. The district purchased a new math series called Big Ideas to provide continuity across the district in general education classrooms. Teachers will continue to need high quality math training to learn how to improve number sense, algebraic reasoning, fractions, and problem solving instruction.

District finished piloting Aspire for a reading series and will implement it in 25-26 year. All teachers will be trained on the new program. As a building we purchased materials to SPED classrooms for foundational reading skills.

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:

District wide curriculums have been established for both elementary reading and math within the last 8 years.
Common learning goals, expectations, assessments and materials have been reviewed and provided for all grade levels. Vertical alignment has been evaluated

Weaknesses:

Classroom resources to support individualized instruction, targeted interventions, and enrichment
Emphasis on higher level thinking processes
Continuity of the RTI process across the district
Continuity of reading/phonics materials used across grade levels and the district
Training to implement iReady in classrooms
Use of mathematical student manipulatives during instruction
Training to implement Big Idea math series

Indicate needs related to strengths and weaknesses:

A common assessment program, data collection systems, training, and materials to support intervention programs and RtI across the district are needed. Staff would benefit from training on the responses to intervention, instruction crafted to meet and engage students in higher level constructed responses where newly acquired skills are applied by the students. Reading Specialists will continue to use resources such as Foundations, Haggerty, Wilson, Words Their Way. Math Specialists will continue to use Bridges Intervention resources with their targeted intervention groups.

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 meet highly qualified standards as reviewed and supervised by the human resources department.
Hiring practices have been updated and are consistently followed to ensure the best candidates are placed in each position. Of the 2 staff leaving the building in at the end of the 24-25 school year, 1 is retiring and 1 is transferring to another school, in-district in the same grade level

Weaknesses:

Continuous support in teacher turnover, mentoring and professional development for newly hired staff, instructional coaching, mental health support

Indicate needs related to strengths and weaknesses:

Teacher turnover and succession planning is a process the district continuously monitors and revises looking at enrollment trends and teacher exits each 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:

Communication from school to parents & community stakeholders: weekly emails and weekly videos made by the fifth grade leaders.
Comfortable, welcoming school environment: families welcomed for school events, parties, field day, FES fan section set up at district track meet, several school spirit events.
Well active and supportive PTO.
School community understanding of demographics of high free/reduced lunch and homeless populations.
Parent meetings held to discuss school policy, Parents Right to Know, Complaint Procedures, and Family Involvement plans.

Weaknesses:

School community understanding of high free/reduced lunch and homeless populations. More resources to help parents support learning in the home that they understand and want to use.

Desire for increased parental involvement for students who have experienced trauma. Additional resources for trauma to support students in traumatic situations, including more and consistent counseling for students during the school day.

More resources for English Language Learning for families: make parents feel comfortable in understanding communications and materials sent home.

More family events on our own campus, with more at-risk students and families attending.

Indicate needs related to strengths and weaknesses:

Provide educational materials and tips for parents to use in the home: find engaging materials that the families can and will use particularly in reading and mathematics, programs to support extended learning at home and over school breaks.

Materials and resources for events to bring parents to school to educate them on school and student needs and how they can support the school and their children, staff training on trauma and SEL.

Collaborate with ELL specialist in the building to make plans to better support and communicate with our ELL population

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:

Communication from school to parents & community stakeholders from the classrooms
Comfortable, welcoming school environment.
Active and supportive PTO.

Weaknesses:

School community understanding of demographics of high free/reduced lunch and homeless populations. More resources to help parents support learning in the home.
Desire for increased parental involvement for students who have experienced trauma. Clear communication from all levels of the district

Indicate needs related to strengths and weaknesses:

Provide educational materials and tips for parents to use in the home particularly in reading and mathematics, programs to support extended learning at home and over school breaks, materials and resources for events to bring parents to school to educate them on school and student needs and how they can support the school and their children

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	Reading fluency and comprehension (Reading Plans). See at least a 15% increase of students on grade level: Funding for Reading Teacher
2	Math number sense, fluency, and algebraic reasoning and fractions: Funding for a supplemental Math Teacher
3	Staff mental health and wellness: Improve resources for Staff/tone/climate for working conditions to improve morale (assessed with staff survey)
4	Attendance: Goal of at least 92% (ADA)

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	Stephanie Lyerla	
2	Teacher	Lori Breyfogle	
3	Principal	Jennifer Fritz	
4	Teacher	Melinda Long	
5	Parent	Leslie Sutton	
6	Parent	Kelly Dyclos	
7	Parent	Brittani Strodham	
8	Parent	Michelle Graham	
9	Parent	Brittany Fowler	
10	Parent	Desiree Nguyen	
11	LEA Representative	Kim Loomis	
12	Other School Leaders	Joy Gilman	
Plan Development Meeting Dates			
1	Meeting Date	03/11/2025	
2	Meeting Date	04/15/2025	

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	State and Local Funds	Kim Loomis	Administrator

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

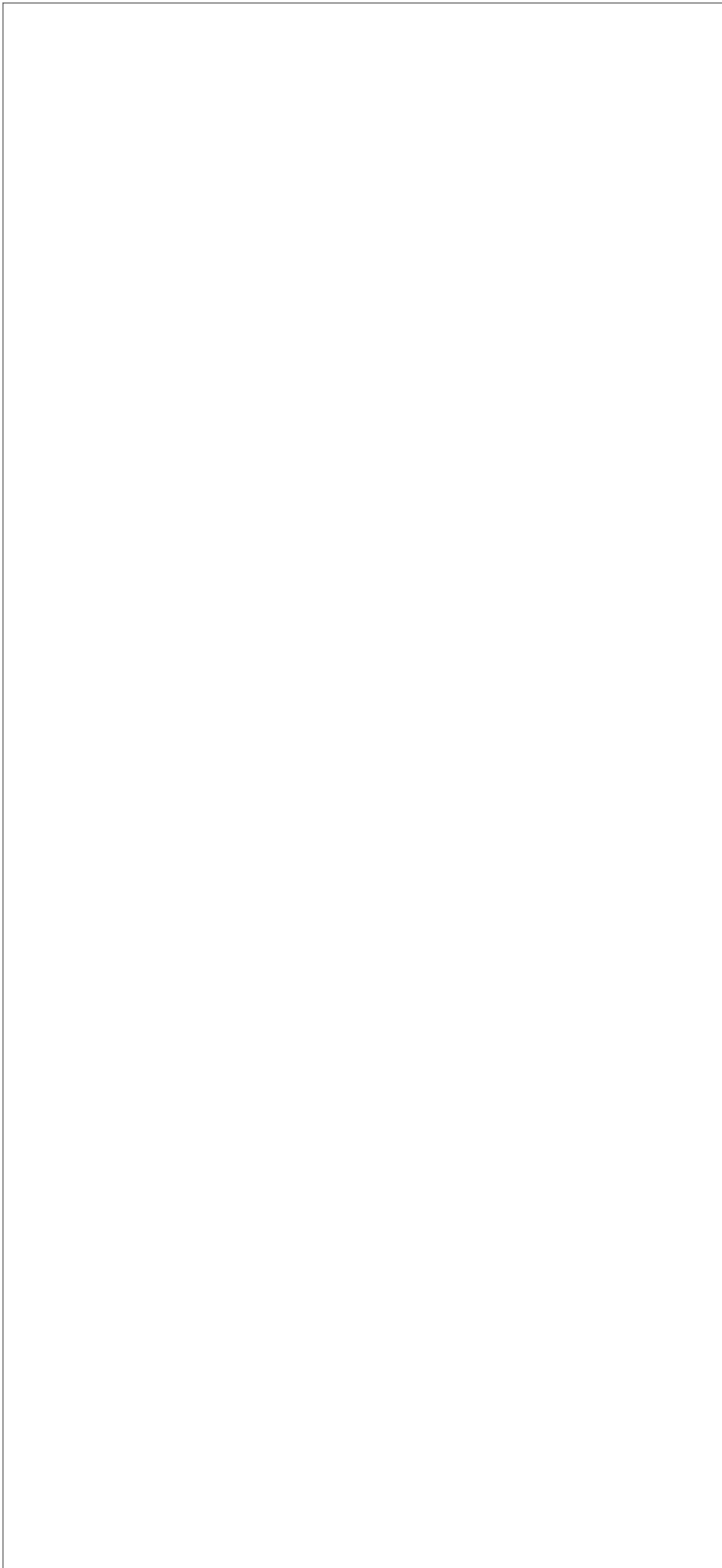
☒ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☒ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	☒ Math	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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



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Instructional personnel					
	Teachers	Paraprofessionals	Others		
Supplemental Reading	☒	☐			
Supplemental English Language Arts	☐	☐			
Supplemental Mathematics	☒	☐			
Supplemental Science	☐	☐			
1 Other	☐	☐	☐		

☐ **Class size reduction**

☐ Grade Levels	K	☐	1	☐	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8	☐	9	☐	10	☐	11	☐	12	☐
☐ Reading Instruction Only	K	☐	1	☐	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8	☐	9	☐	10	☐	11	☐	12	☐
☐ Math Instruction Only	K	☐	1	☐	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8	☐	9	☐	10	☐	11	☐	12	☐

☒ **Professional Learning Communities**

☐ **Schoolwide Positive Behavior Support**

☒ **Response to Intervention**

☐ **Other**

The strategies will (mark all that apply)

☒ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Through teachers providing supplemental instruction at tier level 2 and 3, support in professional development as needed to authentically engage PLC and RTI regarding needs in mathematics and ELA while also emphasizing additional support for English Language Learners.

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

Description of how strategy/strategies will strengthen

Strategies include: providing small group settings and additional research-proven interventions proven to effectively support the mastery of grade level appropriate skills for struggling learners. This may entail social and emotional interventions as well as academic instructional needs. Regular PLC meetings for staff to collaborate and RTI so that each student is experiencing instruction and support needed to meet his/her individualized learning style and needs.

☒ Increase the amount of learning time

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

Pull out/push in supplemental instruction for students participating in Title I Reading and Math programs, Reading Success Plans interventional supports.

☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Emphasis placed on essential learning objectives as deemed as necessary for student skill retention and application.

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

After school tutoring may be provided for students facing homelessness, English language acquisition and/or trauma.

Differentiated instructional strategies will be put into place for students at risk of not meeting the MLS. Staff will collaborate with classroom teachers providing those teachers with support in regards to alternative learning strategies to use with students who struggle & are in need of support.

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

Collaborations through RTI and PLC groups and training in best instruction and interventions. Staff will focus on making data driven decisions on all students. Students who are identified by data as falling short in academic gains, will receive Title Services & will be ranked based upon need/those who are most at risk of failing to meet the MLS & Essential Skills set forth by the the district curriculum.

- ☒ Professional development activities that address the prioritized needs

Describe activities

Professional development in balanced literacy with emphasis on small group guided reading instruction, acquisition of number sense, effective use of professional learning communities and response to interventions.

Professional development in the area of math instruction will be priority along with using the Title Math Specialists as input on the district curriculum rewrite committee.

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

Describe activities

Professional development opportunities
Tuition reimbursement
Competitive salaries
Attendance at job fairs in coordination with the HR Dept.

☒ **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

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.

Save Comments

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District/LEA Comments

DESE Comments

