

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

Funding Application: Plan - School Level - 4040 GEORGE GUFFEY 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](#)

4040 GEORGE GUFFEY 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 student data. Parents are also surveyed yearly to give input concerning family engagement plans, activities and resources. Parents of English Language Learners are invited to participate. Parents sign an agreement for their children to participate in the offered Title I programs and the family engagement plan and compact is distributed to all parents. 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 open house/pto/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 revisions of the Title I A. program by being on the Title I committee, community forums, or providing survey input. 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. The survey allows for parents to answer questions and provide direct input regarding the program. Surveys and meeting information is translated when needed.

- ☒ 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 open house/PTO/Title I meeting parents are informed of their rights to be involved in the planning process. Parents can ask to provide input 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, community forums, and PTO 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 school offers a beginning of the school year open house/pto/Title I informational event 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 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.

- ☒ 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 and in a language parents 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 student achievement. 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.

- ☒ 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 a series of intentional family engagement opportunities throughout the year to equip parents with practical, research-based tools to support learning at home. These include:
Parent Informational Meeting at the beginning of the year where families receive information about the program and how they can use the reading and math resources at home.
Reading and Math Blog posts, containing targeted academic strategies based on student needs
Bilingual support is offered during all sessions, and materials are translated into families' home languages to ensure accessibility and inclusion.

All training and materials are tied to state standards and schoolwide academic goals, with follow-up support through parent-teacher communication and the school website.

- ☒ 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.

The school implements an ongoing professional development plan focused on strengthening staff capacity to work with families as equal partners in their children's education. This includes:
Monthly PLC meetings where staff engage in structured discussions and share best practices for building relationships with families, increasing family engagement, and supporting students' academic and social-emotional growth through home-school collaboration.

Embedded professional development sessions throughout the year that focus on effective two-way communication, cultural responsiveness, and how to recognize and value the contributions of families from diverse backgrounds.
Collaboration with Title I parent committees to co-develop outreach approaches that are inclusive, accessible, and responsive to family needs.

These practices are designed to build strong school-family partnerships that promote student achievement and support a welcoming school culture.

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 presidents forum 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

4/7/2025

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:

Guffey Elementary provides quality instruction to students K-5 by knowing the needs of the students and families from analyzing data. Guffey has embraced a growing ELL population by providing support in the areas of ELL for both students and families. Guffey also has character development and social emotional education initiatives.

Weaknesses:

Transient and homeless population
Increasing ELL population
Increasing behaviors requiring interventions
99 (1st-5th grade) students qualified for Reading Success Plans

Indicate needs related to strengths and weaknesses:

Specialized support staff including:

Math Specialist
Reading Specialist
Academic Interventionist
Behavior Specialist
ELL Teachers
Social Workers

All staff need continued training on social emotional/trauma to understand the impact and how to support students, families, and co-workers in order to provide a high quality educational experience.

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, MAP, iReady and Acadience
Benchmark Levels
Math
Number Sense
Relationships and Algebraic Reasoning
Reading
Vocabulary Development
Writing and Language
Reading and Evaluating Texts

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

Strengths:

ELA-reading foundations
Mathematics- lower functioning computational skills and data and statistics
ELL- Rate of English acquisition as reflected in ACCESS Scores

Weaknesses:

ELA- Writing and the use of language, the reading process for fiction and nonfiction, critical thinking, phonemic awareness, and phonological awareness
Mathematics- Algebraic reasoning, number sense, fluency, fractions, problem solving, critical thinking
ELL- Application of English acquisition skills regarding academic vocabulary as reflected in MAP/Access Scores
Special Education Sub. group- low on achievement in all assessed subject areas

Indicate needs related to strengths and weaknesses:

In ELA, The district purchased iReady for K-5 grades to use as a web-based program that combines an adaptive diagnostic assessment with personalized instruction in reading. Teachers will benefit from training of effective reading instruction: Phonemic awareness, letter knowledge, and concepts of print, the alphabetic code: Phonics and decoding, fluent, automatic reading of text, vocabulary, text comprehension, written expression, spelling and handwriting, screening and continuous assessment to inform instruction, motivating children to read and developing their literacy horizons.
GGE purchased Dreambox for Title I small group instruction, IXL an online program where students can gain fluency and confidence with essential math and language arts skills through fun and interactive questions and built-in support, and a variety of math manipulatives for classroom usage.

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.
Common learning goals, expectations, assessments and materials have been reviewed and provided for all grade levels.
Vertical alignment has been evaluated

Cooperative learning instructional strategies (Kagan)
STEM - Hands on activities Math and Science

Weaknesses:

Through the evaluation of NWEA, Acadience 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.

Classroom resources to support individualized instruction, targeted interventions, and enrichment
Emphasis on higher level thinking processes

Indicate needs related to strengths and weaknesses:

Reading Specialists will continue to use resources such as Foundations, Wilson, Decodable Readers
provide instructional materials including technology, Geodes (TITLE I Reading Classroom), reading/writing resources, and other materials needed
to provide an enriched learning environment.

Math Specialist will continue to use resources such as Bridges Interventions and Dreambox, as well as provide instructional materials such as math racks, number lines, and math manipulatives.

Support Teachers and 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 through funding workshops, both online as well as in-person. This professional development will also include the purchase of professional learning materials in order to establish book clubs around the topic of the Science of Reading. K-2 teachers attended LETRS training.

Evaluate Social Emotional needs of staff and students.
Support parents at home through newsletters and academic tips that may include books, workshops, educational events, and learning subscriptions. A variety of teachers attended Kagan Workshops to improve cooperative learning strategies.

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.

Professional Learning Plans for all staff members
Mentoring Program for newer staff

Weaknesses:

Limited Subs and open Instructional Assistant positions to support Teachers
Teacher wellness and mental well-being supports.
Student social emotional support

Indicate needs related to strengths and weaknesses:

Teacher turnover
Professional development for RTI, effective use of PLC groups, balanced literacy and individualized instruction plans/resources.

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:

Guffey Elementary demonstrates strong commitment to family and community partnerships. The school maintains clear and consistent communication with parents and community stakeholders, ensuring families are well-informed and involved. The school environment is intentionally welcoming and inclusive, creating a sense of belonging for all who enter. Guffey benefits from an active and supportive PTO that collaborates with staff to enhance the school experience. Additionally, staff members consistently engage with families to identify and respond to the growing social and emotional needs of students, reinforcing the home-school connection and fostering trust.

Weaknesses:

Limited awareness among the ever changing school community about the challenges faced by students from high-poverty backgrounds, including those experiencing homelessness and those eligible for free or reduced lunch.
Need for additional resources and guidance to help parents effectively support student learning at home, especially in literacy and math.
Increased parental involvement is needed for students who have experienced trauma, with a focus on building trust and strengthening home-school collaboration.
Expanded support for English Language Learning (ELL) families, including translated materials, interpreters, and culturally responsive outreach, to ensure equitable access to school information and involvement opportunities.

Indicate needs related to strengths and weaknesses:

Key Areas of Focus Identified During the Spring Meeting

Writing and Reading Development - Strategies to support students through all stages of the literacy process

Problem-Solving and Critical Thinking - Encouraging analytical thinking and real-world application

Math Fluency - Building speed and accuracy in basic math skills

Number Sense - Deepening understanding of numbers, patterns, and relationships

Social-Emotional Learning (SEL) - Supporting students' emotional intelligence, self-regulation, and relationships

At-Home Learning Resources - Tools and activities to reinforce math and reading at home

Topics of Interest Identified by Teachers and Parents - Spring Meeting

Strengthening the writing and reading process

Enhancing problem-solving and critical thinking skills

Building math fluency

Developing number sense

Fostering social-emotional learning

Providing home resources for both math and reading

Parental Involvement Opportunities

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:

Our school is committed to providing comprehensive social, emotional, and personal support systems that promote student well-being and success. We continuously evaluate and adapt our practices and procedures to meet the evolving needs of our diverse and changing student population. This responsiveness ensures that all students feel safe, supported, and valued within our school community. We also benefit from a strong and active Parent-Teacher Organization (PTO) that plays a vital role in fostering family engagement, supporting school initiatives, and enhancing the overall educational environment. The collaborative efforts between staff, families, and the community contribute to a nurturing school culture where students' social-emotional growth is prioritized alongside academic achievement.

Weaknesses:

Our school faces several ongoing challenges that impact student achievement and family engagement. A significant portion of our student population consists of English Language Learners (ELLs), and many families experience language barriers that can limit effective communication and involvement in their child's education. Additionally, we serve a highly transient population, which creates disruptions in learning continuity and requires ongoing support for student integration and adjustment. Social-emotional concerns are also prevalent, as many of our students come from high-poverty backgrounds and are considered at risk. These circumstances contribute to increased needs for trauma-informed practices, mental health support, and strong relationships between students, staff, and families. Addressing these interconnected challenges is essential to ensuring equitable access to high-quality education and wraparound supports for all learners.

Indicate needs related to strengths and weaknesses:

To address the academic and social-emotional needs of our diverse student population, our school is committed to ongoing professional development focused on social-emotional learning (SEL) and trauma-informed practices. This training will equip staff with the tools and strategies necessary to create safe, supportive, and responsive classroom environments. In addition, supplemental instruction will be provided by dedicated reading and mathematics specialists. These specialists not only deliver targeted academic interventions but also collaborate with classroom teachers and families by offering resources and engaging activities to reinforce learning at school and at home. This comprehensive approach aims to strengthen both academic performance and emotional well-being for all students.

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 processes: phonemic awareness, decoding/phonics, and fluency comprehension: Increase student at grade level by at least 10% Funding for certified Reading Teacher
2	Math number sense, fluency and algebraic reasoning skills development Funding for a supplemental Math Teacher
3	Student: SEL activities
4	Teacher and staff training in the use of RTI, PLC, ELL instructional strategies and social emotional wellness strategies: PD for Staff to improve learning opportunities.

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	Trish Nyugen	
2	Teacher	Angie Schreckenber	
3	Principal	Jackie Waller	
4	Other Administrators	Kim Loomis	
5	Parent	Katie Esparza	
6	Other Administrators	Lisa Hazard	
7	Teacher	Jenn Davitt	

Plan Development Meeting Dates			
	Meeting Date		
1	Meeting Date	04/17/2025	
2	Meeting Date	04/23/2025	
3	Meeting Date	04/07/2025	
4	Meeting Date	05/01/2025	

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

Tutoring may be utilized if RTI indicates the need as an intervention to meet the needs of students who are identified as having concerns/lack of growth in meeting the MLS. This will be done with pull out/push in efforts.

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

Response to Intervention (RTI) teams and Professional Learning Communities (PLCs) will collaborate to review student data, plan instruction, and implement evidence-based, first-best teaching practices. These teams will also design and deliver targeted, individualized learning experiences for students who need additional support. Supplemental instructional services will be provided to ensure that all students, including those in identified subgroups, are able to access and achieve the Missouri Learning Standards.

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

Description of how strategy/strategies will strengthen

Supplemental instructional opportunities for student's displaying a need in the area of mathematical and ELA who show weakness in academic achievement areas as identified by data analysis/data teams.
 UFLI (Systematic Phonics Instruction) and Dreambox Mathematics will be used and delivered through reading and mathematics specialists.
 Math Specialist will utilize Bridges Intervention Program for instruction & assessment.
 Reading Specialist & additional staff will utilize Wilson reading to support below basic level readers.

☒ Increase the amount of learning time

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

☒ Other

Tutoring may be used when determined as a need for a student through the RTI process. This would be done with pull out/push in efforts with Interventionalists and/or 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

RTI and PLC teams will collaborate to review data, plan, and implement first-best-practice instruction, while also developing individualized learning experiences for struggling or at-risk students through targeted supplemental services. Supplemental instructional opportunities will be provided for students demonstrating needs in mathematics and English Language Arts (ELA). Evidence-based programs such as Leveled Literacy Intervention and DreamBox Mathematics will be delivered by specialized reading and mathematics staff to support academic growth.

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 focused on enhancing phonics and reading comprehension, strengthening number sense, algebraic reasoning, and problem-solving skills, supporting English Language Learner (ELL) instruction, and promoting physical, social, and mental health through trauma-informed and restorative teaching practices.

☒ 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
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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