

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

Funding Application: Plan - School Level - 5000 SHERWOOD 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](#)

5000 SHERWOOD 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 committee that includes Parents, Teachers, and Administrators. The committee meets to analyze and discuss student data, anticipated needs, best practices, evaluation of current practices and develops the Title plan and goals. Parents are surveyed yearly to give input concerning family engagement plans, activities and resources. Parents of English Language Learners are invited to participate in school/district committees. Parents sign the Title I and family engagement plan through a school-student-parent compact. The Title I family engagement plan is available electronically on the district's website and is given to the parents at the beginning of the year 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 planning, review and improvement of the Title programs. Parents are invited to participate on Title committees in the school and various committees throughout the district. Staff provide opportunities throughout the year for the parents to meet with the teachers to discuss academic progress and share input for improvements. Parents are surveyed and can submit anonymously. The survey allows for parents to answer constructed and unconstructed responses to questions and provide suggestions on fund usage.

- ☒ 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/Title meeting parents are informed of their rights to be involved in the planning process. Parents can ask questions and provide input on programs and if agree sign a school-student-home compact. Surveys are also used to gather parental input in reviewing/revising the family engagement policy which is shared with parents at the beginning of the school 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 meeting 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 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 home languages to meet the needs of the buildings ELL population.

- ☒ 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 data is shared with parents in a way parents can understand. Parent-school conferences will take place each semester where student progress is shared and expanded 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.

MAP
Acadience
Reading Levels/Benchmarking/Service Plans
Attendance percentage/benchmarks
NWEA
iReady

- ☒ 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)*

Information is shared on how to be actively involved with planning Title/district programs and developing plans and goals for the school.

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.

- ☒ 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 family engagement activities throughout the school year where families learn researched-based strategies that support learning in the home. The district also offers a parent forum where parents have direct input with various programs in our schools.

- ☒ 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.

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

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 forum will take place once a year to incorporate learning and systemic functions of the district. Parent participation on various committees ensures parent input, review, evaluation and understanding of all facets at both the school and district level through advisory councils, PTOs, and planning processes.

- ☒ 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

5/21/2025

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:

Consistent PLC Collaboration work among departments & grade levels
Professional Development embracing literacy improvement.
Supports for Reading and Math skills development.

Weaknesses:

High economic deprivation
Student exposure to traumatic situations
Growth in learning gaps among poverty students (target area of improvement)
Growing homeless population & proximity of a hotel where transient families stay
Growing ELL population
Low parent involvement
Attendance

Indicate needs related to strengths and weaknesses:

Support in areas of social-emotional wellness
Support in reading & math for all students (certified Reading Teacher and supplemental Math Teacher provided through Title I funding)
Supports for homeless and/or transient populations
Support for ELL students - language & SEL
Support with Parent involvement

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:

MAP
Acadience
Reading Levels/Benchmarking
Attendance percentage
NWEA
iReady
IXL

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

Strengths:

ELA- Reading process and foundations for understanding and fluency in fiction and non-fiction
Mathematics- Use of geometry, measurement, number sense and number operations skills

Weaknesses:

ELA- Understanding, fluency and application of reading/academic vocabulary, writing and language arts skills
Mathematics- Understanding and application of algebraic thinking, data and statistics, number sense
SEL/Trauma impacting learning environments

Indicate needs related to strengths and weaknesses:

Increase student mastery of learning standards in relation to the following:
ELA- Understanding, fluency and application of reading/academic vocabulary, writing and language arts skills (Reading Plans)

Mathematics- Understanding and application of algebraic thinking, data and statistics, number sense

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:

K-3 consistent phonics grades K-3
Benchmark consistency K-5
K-5 studies weekly resource & MySci - nonfiction academic supports
Vertical alignment in ELA and use and understanding in balanced literacy instruction.
Trauma/Restorative practice interventions utilized with students in order for students to meet MLS and growth to at/above grade level
ICL for Math (common assessments)
Weekly PLC (all Staff/each grade level)

Weaknesses:

Consistent use of PLC and RTI strategies.
Math skills, number sense, word problems, real-word problem solving skills
Loss of Dreambox program

Indicate needs related to strengths and weaknesses:

Professional development and resources needed in order to see growth in reading and mathematics
Continue common math assessment using IXL for each grade level, as well as using it for a common data collection program.
Reading Specialists will continue to use resources such as Foundations, Wilson, Words Their Way.
Math will use Dreambox for 1st and 2nd grades in Title math.

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:

Regularly scheduled time for PLC and problem solving for RTI groups
Strong partnership with UMSL Consultants and student teachers

Weaknesses:

Social-emotional and trauma-sensitive training for staff
Partnerships with outside service providers for students/families requesting counseling
Consistent subs for teachers.
More counseling for students (trauma).

Indicate needs related to strengths and weaknesses:

RTI planning & support/PD
Supporting students who have experienced trauma and poverty - giving students the tools needed to succeed and grow academically

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:

Regular and consistent communication
Parents are involved in school planning on committees and are invited to be involved in decision making within the school setting

Weaknesses:

New PTO president. Need to improve Parent participation. Additional resources for trauma to support students in traumatic situations, including more and consistent counseling for students during the school day. Parents requesting resources for students to use at home. Resources to better support learning in the home.

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 use (reading and math).

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:

Invite and include all stakeholders in the academic plan and goal development.
Class size below average recommendation; Positive school environment.

Weaknesses:

Transitional levels of student body and families continues to increase.
ELL population is high.
Economic deprivation is high.
Homeless population increasing, local hotel has many transient students who attend Sherwood Elementary.
Student attendance and on time arrival.

Indicate needs related to strengths and weaknesses:

Attendance supports for all
Support for English language learners and Families
SEL training and Counseling supports
Social Worker supports for students, staff, and families

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	Student achievement in ELA particular in understanding, fluency and application of reading/academic vocabulary, writing and language skills. Improve students at/above grade level reading by at least 10% Certified Reading Teacher provided with Title I funds
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2	Student achievement in mathematics particularly in understanding and application of algebraic thinking, data and statistics skills, and number sense. Supplemental Math Teacher provided with Title I funds
3	Improve daily Attendance with a 92% goal

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	Christy Tinker	
2	Teacher	Michelle Taylor	
3	Principal	Jessica Meeks	
4	Parent	Krista Van	
5	Paraprofessionals	Julie Wack	
6	Teacher	Amanda Noble	
7	Other Administrators	Kim Loomis	
8	Teacher	Christine Gerardi	
9	Parent	Katie Yager	
10	Teacher	Vicki Lantz	
11	Other School Leaders	Shellie Manes	

Plan Development Meeting Dates			
	Meeting Date		
1	Meeting Date	04/17/2025	
2	Meeting Date	05/16/2025	
3	Meeting Date	08/14/2024	
4	Meeting Date	04/29/2025	

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 is provided for those students identified as needing academic supports, or who are in jeopardy of not meeting the MLS for his/her grade level. Reading Success Plans are in place for students not on/at grade level

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**

Staff professional development on needs assessment & building needs identified through data analysis of district & building level assessments.

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 a tiered RTI systems, Sherwood Ele. is able to support students at all levels of need. Students are identified for supports through data analysis & PLC collaboration. Those tiered supports are in the areas of reading & mathematics.

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

Description of how strategy/strategies will strengthen

Staff will collaborate during PLC time. Focus will be on PLC grade level essentials. Student data is reviewed, discussed, & analyzed to service students on all 3 tier levels. PLC's collaborate with reading & math specialists in order to differentiate instruction to meet the needs of students who struggle with meeting standards set forth by the district curriculum & MLS.

All grade levels using IXL Math at minimum 3 days a week.

All grade levels use iReady weekly.

Title students will use Dreambox weekly in grades 1 and 2

-Additional support in the area of math, specifically number sense, fluency, fractions, and algebraic thinking, including support of a math specialist - IXL Math
-Additional support in the area of reading, specifically fluency and comprehension, including the support of a reading specialist

-Staff mental health and wellness
- Character and Leadership building for students and staff
-Trauma Informed Teaching

- ☒ Increase the amount of learning time

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

After/before school tutoring may be offered for individual students or small groups as part of problem-solving and intervening plans prescribed by the RTI and PLC collaborative work between teachers other stakeholders involved with the student/s.

- ☒ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Staff will identify essential skills/learning standards during PLC work, instructional delivery will be adapted to meet the needs of all learners in the classroom. Staff differentiates based on needs of students after data is collected & analyzed.

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 essential skills needed as established through a student screening process. Identified students will have individualized time away from the general setting to address weaknesses & 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 pertaining to best practice intervention and effective use of PLC collaboration.

Reading & Math Specialist will support general education teachers in the area of differentiated instruction to support those students who struggle with learning in the classroom.

During PLC collaboration, both math & reading specialists will discuss student data & determine need for adjusting and/or improving instructional strategies/practices to see student growth in one or both academic areas.

☒ **Professional development activities that address the prioritized needs**

Describe activities

Staff attend professional development activities to support outreach and the importance of family engagement on student success. During PLC meetings staff discusses & share best practice ideas focusing on parental involvement strategies. Professional development resources are linked in agendas to share with staff & parents. Resources include parental involvement and academic strategies.

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

Describe activities

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

☒ **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

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.

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DESE Comments

Email: william.bechtel@dese.mo.gov

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