

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](#)

4060 COMBS ELEMENTARY

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.

We request feedback from parents in the form of a survey after they attended specific events. Parents will continue to be communicated with via zoom, blackboard, dojo and weekly audio blasts by the principal to name a few.

We engage the parents and community members at an annual meeting held twice a year (fall/spring).

- 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.

Combs School provides several opportunities for parents to participate in this process. We request feedback from parents in the form of a survey after they attended specific events. Parents are given the opportunity to review the School Improvement Plan. They are asked to do a Plus/Delta to share with the school the strengths and weaknesses of the current plan, giving input moving forward.

- 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.

Combs School provides several opportunities for parents to participate in this process. We request feedback from parents in the form of a survey after they attend events. The principal meets quarterly with the parents and involves parents in decision-making, including the development of the LEA parent and family engagement policy. The Spring meeting also provides an opportunity to provide feedback.

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.

Information is shared with the parents at the Annual Title I meeting and the Meet the Teacher night. The principal also has a weekly eNewsletter.

Flyers go home with the students and on Blackboard.
Communications between parents and teachers through daily folders, conversation, progress reports, and report cards about reading and math progress.
Monthly calendars will go home with activities and events outlined.
PTO meetings
2 Title 1 Nights- One in September and one in April
Robo calls
Parents can access grades in Tyler

- 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.

Annual Title I Parent Overview meeting is held prior to September 30th each school year. Another Title 1 meeting will be held in the spring. MAP assessment information is shared with parents via the student information system

Ongoing communication between the Principal, Instructional Support Leader and classroom teachers regarding reading and math instruction and student performance with the program. Family Nights such as a Family Reading Night and a Science/Math Night will be held during the year.

- 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)*

Parents will:

Listen to their child read books each day
Attend Parent/Teacher Conferences and special school activities
Ensure their child attends school daily and on time.
Talk with the classroom teacher if any questions or concerns arise.

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

Staff will:

Provide rigorous and challenging instruction for all students.
Maintain an open line of communication.
Provide frequent reports on student progress through a variety of formats including a variety of formats such as our website, phone calls, meetings as needed, mid-quarter progress reports if necessary, and scheduled meetings.
Hold Parent/Teacher conferences to discuss the child's progress/grades and discuss this home-school compacts it relates to the child's academic process.
Provide parents with opportunities to volunteer and participate in the child's class.

Principal will:

Retain highly qualified staff.
Maintain a safe and positive school climate.
Provide assistance to parents in understanding the state and district academic content, achievement standards, and required assessments.
Keep parents informed of school activities, parent programs, and scheduled conferences.

- 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.

Teaching teams share regular newsletters and host virtual meetings to support parents in understanding MLS, MAP, and monitoring of student progress.
Parent/Teacher Conferences
Galileo Parent Reports
Curriculum Night - Title 1 update will be given by Dr. Washington focusing on achievement, attendance, and attitude
Spring Title 1 Planning Night in April (pending Covid guidelines)
School Handbook
Report Cards
Progress Reports
School Website
Principal will give updates at PTO meetings
Parent Portal

- 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.

We provide take home resources for our students and provide parents with support in using these resources at home. Additionally, parents receive support in transitioning to Canvas, a newer Learning Management System to better monitor and support their student's progress.

Newsletters with strategies for reading and math
Family Nights for Literacy and Science/Math
Reading prompts to help parents support reading at home
Parent/Teacher Conferences

- 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.

During 0 week teachers will receive expectations regarding frequent parent communication to include:
Teachers will send a welcome letter home the first day of school
Weekly and/or monthly contacts with parents
Consistent reporting of data during conferences and within Tyler system (Galileo reading and math performance levels, Teacher College Benchmark levels, fact fluency rates, attendance, and behavior data)

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.

We will coordinate with Title II for PD, McKinney Vento to remove barriers for our Homeless students, and Title IV for support of technology, PD, and SEL supports.

- 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](#)

4060 COMBS ELEMENTARY

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

3/21/2024

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

312 students enrolled
69.19% of student population attends school 90% of the time or greater
Attendance committee meets to devise interventions for students.
Parent meetings are being held with families regarding attendance.
Social worker performs home visits

Weaknesses:

30% students are not meeting 90% attendance or higher
Top 3 discipline referrals: Fighting, physical aggression, disruptive behavior

Indicate needs related to strengths and weaknesses:

Social-emotional program for students to learn proactive strategies
Social worker support
Consistency with PBIS/expectations and pre-referrals
Use of Care Teams for attendance and discipline problem solving
Emails, phone calls, and letters sent home to parents frequently
Small group meetings with counselor and social worker
ISS Support / Restorative Room to help students navigate big emotions
Attendance campaign

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:

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

Strengths:

17% of students score at proficient or higher on the ELA MAP assessment
16.8% of students score at proficient or higher on the MATH MAP assessment
12.6% of students score at proficient or higher on the SCIENCE MAP assessment
Completion rates for the Galileo assessment are 99.1%

Weaknesses:

82% of students score below proficiency on the ELA MAP assessment.
83% of students score below proficiency on the Math MAP assessment.
87.4% of students score below proficiency on the Science MAP assessment.

Indicate needs related to strengths and weaknesses:

Instructional Support Leader/Coach to support ongoing teacher development
Supplemental ELA, Math, and technology materials for engagement
Celebrate student growth in achievement more
Seek more opportunities to inform parents of student achievement growth
Professional Development to strengthen the core instruction
Small group targeted tutoring

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 and Missouri Learning Standards are in alignment
1:1 Instructional technology
The district has a written curriculum and staff that are certified to teach the content area
Weekly PLC meetings allowed teachers to analyze data and plan for instruction

Weaknesses:

Staff survey data indicates the need for assistance with intervention
Culturally relevant curriculum to help student retention of information

Indicate needs related to strengths and weaknesses:

Schedule that allows for collaboration shared responsibility for intervention
Continuation with the dedicated Science and SEL program or updated curriculum.
Continued technology

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:

100% certified staff are highly qualified.
 75% of teachers have a Master's Degree.
 Content area and Choice Base PD was offered through the district
 Building PD based on feedback from teacher surveys

Weaknesses:

9 openings for 23-24SY
 Staff demographics do not represent the demographics of the students
 Building support staff to assist with intervention

Indicate needs related to strengths and weaknesses:

Additional core content PD
 Instructional Support Leader/Coach (ISL) to provide ongoing targeted professional development
 Staff survey results indicate a need for a better understanding of the SEC

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:

80% of families participated in Fall Parent Conferences
 TylerSiS, Peachjar, S'Mores Newsletter, Dojo and other electronic platforms provide constant contact with families
 Free mental health services offered
 Feedback surveys are sent after each event
 Open House for students and parents in August/September
 Title 1/ Science Night in the Spring (February)
 Unleashing Potential Aftercare program

Weaknesses:

Survey indicated a need for technology, SEL, and wellness events
3% stakeholders participated in the survey

Indicate needs related to strengths and weaknesses:

Behavior strategies to support learning
Mindfulness activities for the family

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:

Tier 1 and Tier 2 interventions in place
Branching Minds is available for strategies to support students
Social worker
Monthly SELT meetings to focus on universals for students building wide
Regular staff surveys that focus on school climate and culture to gather input
Frequent school CARE Team meetings to focus on interventions for students
Class sizes currently fall within the DESE standard

Weaknesses:

Inconsistent implementation of PBIS universals building wide
Review of student data monthly.
Support personnel need training on universals and de escalation techniques.

Indicate needs related to strengths and weaknesses:

Consistency with CICO across the building
Scheduled review of expectations
Norms around classroom vs. office managed behaviors.

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	Instructional Support Leader
2	Dean of Students and/or Restorative Classroom
3	Social Worker

Schoolwide Program [Hide](#)

4060 COMBS ELEMENTARY

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	Kailey Johnson	
2	Teacher	Robert Mullins	
3	Principal	Derek Bridges	
Plan Development Meeting Dates			
1	Meeting Date		
		03/12/2024	

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	Title II.A ▾	Joyce Pugh-Walker	Dir Federal Programs
2	Title III EL ▾	Joyce Pugh-Walker	Dir Federal Programs
3	Title IV.A ▾	Joyce Pugh-Walker	Dir Federal Programs
4	Perkins Basic Grant - Secondary ▾	Bradley Johnson	CTE Coordinator
5	McKinney-Vento ▾	Yolanda Rodgers-Garvin	Homeless Coordinator

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

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

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

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

Instructional Support Leader/Coach to support teacher improvement
 *The use of technology will allow students to use online resources and complete specific learning tasks
 *Enhance classroom libraries as they need to have a larger selection for students to choose from during Independent Daily Reading
 *ELL support for students that have English as a second language.
 *supplemental Math/ELA materials and technology for engagement and continuity of learning.

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

Description of how strategy/strategies will strengthen

*ISL/Coach will be utilized to support teacher development and coaching.

Increase the amount of learning time

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

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

*ISL will provide support and coaching to teachers to focus on better outcomes for students

*Utilization of technology and small group instruction will support students in the areas of reading and math.

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

*ISL will provide support and coaching to teachers to focus on better outcomes for students

*Utilization of technology and small group instruction will support students in the areas of reading and math.

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

*Math Talks book will be utilized to focus on improvement in Math instruction.
 *ISL will provide grade level PD days in building to grow teacher capacity around Eureka Math, including going to see Eureka Math being implemented in another district- subs needed
 *ISL will continue to develop teacher capacity on Galileo/Imagine Math/Imagine Reading
 *ISL will provide training on SIPPS-subs needed or money for stipend for after school training

- Professional development activities that address the prioritized needs

Describe activities

*Provide core instructional programming (curriculum/standards development, curriculum/standards training, planning, unwrapping standards, professional development, release time to visit model classrooms, and have a Lesson Study including attending workshops and conferences)
 *Lesson Study-Consultant will provide content in Math for teachers during the school day with hands-on training to have a greater impact on teaching and learning!
 *ISL coach

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

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act

- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: JPUGH1

Improving Lives through Education

Ver.