

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](#)

## 4140 DUCHESNE 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.

Duchesne School will continue to seek input during the Annual Title I Parent Meeting, Open House, Curriculum Nights, Spring Parent meeting, as well as our quarterly family nights.

- 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 given the opportunity to review the Schoolwide Plan and provide feedback and suggestions during the Parent Needs Assessment survey. They are asked to share with the school the strengths and weaknesses of the current plan, giving input for moving forward and or provide feedback during meetings.

We also receive input about various aspects of the school from parents, students and teachers through surveys given during quarterly family events at the school.

In the Spring, data is reviewed, input is gathered and revisions are made for the next year.

- 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.

At Duchesne School, feedback is requested during the Spring Title I meeting/survey, and the Fall Parent Overview. Surveys are provided to collect the views and perceptions of parents. This data is used to improve the school parent and family engagement policy.

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 will be shared with parents at the Open House held in August. The school will also post information on the website under Title I.

The annual Title I meeting is held at the beginning of every school year. During this meeting, the parents are informed of the schools participation in Title I.A., as well as explain Title I.A requirements. We state the right of parents to be involved and encourage their support and partnership. We will utilize surveys to obtain parent input and feedback at the beginning and end-of-year.

Parents will see the Title I PowerPoint overview, receive handouts and brochures, participate in discussion groups as well as receive information about the School messenger system (phone calls and emails).

- 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.

We host a curriculum night to provide information to the parents about the curriculum and academic assessments. MAP assessments are not administered at this K-2 school. Parent/Teacher conferences are also held in the Fall to further communicate this information to the parents.

During the annual Fall Title I Meeting, the latest Galileo benchmark testing data is presented to parents in conjunction with our goal(s) for the year. The dates of implementation are given as well as the relevant data for each achievement level. Parents can ask any pertinent questions regarding the assessments.

- 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)*

## 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)*

Parent will:

Provide adequate time to work with my child each day.  
Attend conferences and other meetings pertaining to my child and his/her education.  
Ask my child about the focus of their learning.  
Send my child to school on time on a regular basis.  
Communicate with my child's classroom teacher as questions 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:

Assist students in reaching their fullest potential with the belief that all children can learn and be successful.  
Provide ongoing oral and written communication to parents and students regarding performance and assessment results.  
Enable each student to achieve and make progress toward meeting the Missouri Learning Standards.  
Assure every student access to quality learning experiences appropriate to their development.  
Teach students strategies to use in order to gain competence in math and reading.  
Encourage the implementation of a parent involvement policy that facilitates meaningful parent involvement.

- 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.

At Duchesne School, we hosted a curriculum night to ensure parents knew about our core content and how to use the Tyler student information system to monitor their child's progress. Fall conferences are held for open feedback.

- 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.

Parents will receive information and support in regards to the following resources:

Parent Portal  
Duchesne School's Class Dojo page  
Parents Make the Difference monthly newsletters  
Home Connect through Renaissance  
Conferences and communication with school staff  
Curriculum Night and Title I Annual meeting

- 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 Orientation Week, staff will discuss parent involvement and communication expectations. Training on using email, text, phone, Canvas and or Class DoJo, or other things will be provided.

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 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.

Title II is used to provide core content training for teachers and parent engagement.  
Title III is used to fund an EL system to support data and communication for EL families  
Title IV is used to support technology for communication, our Canvas Coordinator, and SEL  
McKinney Vento grant is used to fund a social worker to support the removal of barriers for homeless children and families. IDEA and SSD ensure students are in the LRE and receive needed support.  
Perkins provides supplemental technology and equipment for the secondary CTE programs

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

#### Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

## ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
  - Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

## 4140 DUCHESNE 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

2/28/2024

## 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:

336 students enrolled  
72.56% of student population attends school 90% of the time or greater  
Attendance committee meets to devise interventions for students (attendance plan, scheduled weekly meetings, defined roles and responsibilities)  
Parent meetings are being held with families regarding attendance  
Social worker supported families and students  
Positive culture and climate  
Teachers have established a classroom reward system  
Daily phone calls home for absent students  
Attendance rate is around the same percentile as surrounding schools in our area  
Home visits by District Social Worker  
Proactive incentives for attendance  
Social-emotional program for students to learn proactive strategies  
Discipline Data: We currently have 14 scholars who have had referrals put into TylerSIS for a total of 43 referrals. Out of the 14, 7 of the scholars have only been written up one time. 321 students are referral free.  
Recognize scholars with high attendance and good behavior during school-wide assemblies.  
Monitor scholars with attendance problems (attendance club/CICO)  
Family events to get parent participation (academics/social)-monthly events and PTO started  
Monthly Family Newsletter to increase communication

Weaknesses:

27.44% students are not meeting 90% attendance or higher  
Parents bringing students late and getting scholars early  
Lack of before and after school care  
Consistency with implementation of social-emotional program

Indicate needs related to strengths and weaknesses:

Social worker support  
Additional social emotional and behavior resources and 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  
Recognize families on district website  
Bulletin board for high attendance (school-wide and color coded with past and current attendance)  
Recognize scholars with high attendance and good behavior during school-wide assemblies  
Pencils and pens (Individual incentives) for scholars with good attendance and behavior  
Monitor scholars with attendance problems (What % is chronically absent?)  
Provide articles about the pro if students attending school daily and encouraging high expectations  
Family events to get parent participation (academics/social)  
Investigate root causes attendance of students under 90%; individualize strategies based on need.  
Partnered with organizations for preventative health; parent education on attendance.  
Provide focused intervention and wrap around support for students identified as having historically low attendance, who fall under the line early in the year, or struggle with behavior as recommended.

## 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:

Galileo Data

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

Strengths:

19.1% kindergarten student score at proficient or higher on the ELA Galileo assessment  
34.21% of 1st grade students score at proficient or higher on the ELA Galileo assessment  
12.09% of 2nd grade students score at proficient or higher on the ELA Galileo assessment  
27.4% of kindergarten students score at proficient or higher on the MATH Galileo assessment  
36.37% of 1st grade students score at proficient or higher on the MATH Galileo assessment  
18.18% of 2nd grade students score at proficient or higher on the MATH Galileo assessment  
10.46% of our 2nd grade students score at proficient or higher on the SCIENCE Galileo assessment  
Teacher collaboration and Planning during Grade-Level Meetings  
Intentional PLCs around UFLI implementation  
Reading: Core instruction is in place for UFLI  
Teachers and students developing familiarity and comfort with the new Galileo testing platform  
Celebrate student growth in achievement more (i.e. school-wide assemblies, etc.)  
VARSITY TUTORS online tutoring available to all students  
PreK availability helps

Weaknesses:

80.9% of kindergarten students score below proficiency on the ELA Galileo assessment  
 65.79% of 1st grade students score below proficiency on the ELA Galileo assessment  
 87.91% of 2nd grade students score below proficiency on the ELA Galileo assessment  
 72.6% of kindergarten students score below proficiency on the MATH Galileo assessment  
 63.63% of 1st grade students score below proficiency on the MATH Galileo assessment  
 81.82% of 2nd grade students score below proficiency on the MATH Galileo assessment  
 89.54% of our 2nd grade students score below proficiency on the SCIENCE Galileo assessment  
 Protocol for Galileo testing at the primary level  
 Summer school is not available for all  
 Students stuck in Imagine Math and not able to pass lessons  
 Communicating assessment results to families  
 Teacher/Staff shortage  
 Technology (Internet issues)  
 Two new curriculum resources in ELA are challenging for teachers to learn at once.  
 Students with low attendance are missing important instruction.  
 Lots of testing-Galileo, STAR Benchmark, CBMs, curricular, etc.

Indicate needs related to strengths and weaknesses:

Instructional Support Leader/Coach to provide ongoing PD support  
 Stipends for instructional planning outside the school day.  
 Supplemental ELA, Math, and technology materials  
 Reading interventionist (specialist)  
 Seek more opportunities to inform parents of student achievement growth and opportunities  
 Professional Development to strengthen the core instruction and increase student achievement in all curricular areas-stipends for collaborative instructional planning time outside of the school day.  
 Smaller class sizes - fewer reading groups  
 ISL and Principal receive LETRS training  
 Targeted tutoring for students with academic needs  
 Small groups  
 Data walls (analyzing and discussing data during PLCs)  
 Clear understanding of MPI as related to teachers TPI

## 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:



Eureka Math and lesson study  
SIPPS, BAR sets, core instruction implemented  
Imagine Learning and Imagine Math  
Teacher collaboration  
Technology is 1:1 for teachers and students  
SmartBoards are in all instructional areas including special area

Weaknesses:

Science curriculum standards do not align with Galileo Assessments  
Math resource pacing does not align with Galileo Assessment  
Reading curriculum new resources are difficult to learn two at once  
Social Studies curriculum do not align with report card  
Technology difficulties when accessing district-mandated websites  
Lack of technology specialists per building  
Additional supplemental building support  
Need time for ILT and grade level teams to plan before the school year

Indicate needs related to strengths and weaknesses:

Continuation with the dedicated Science and SEL program or updated curriculum.  
Provide parents resources on curriculum and additional resources to support curriculum.  
Vertical grade level discussions about curriculum & expectations  
Partnership with intermediate schools 3rd grade teachers for transitioning 2nd graders  
ISL continued support in observation and feedback coaching  
Continued training with creating Galileo assessments & STAR, STAR CBMs  
Training with reports on Imagine Lit Lang & Math  
LETRS training for phonics instruction  
Reports to share with families on student performance and progress monitoring  
Additional support for teachers in Wit & Wisdom- training opportunities  
Eureka math books replenished  
Rich variety of books added to library

### 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:

The average years of teacher experience is 10+ years.  
ISL is getting LETRS trained Summer 2023  
Principal is getting LETRS training ongoing  
ISL is a certified CT3 coach and has provided support to all teachers  
ISL supported teachers with student engagement using 4 Step Model (CT3) to increase engagement in the classroom and UFLI implementation  
Content area and Choice Base PD was offered through the district  
100% Staff participated in the following PD this year  
Science of Reading  
No-Nonsense Nurturing  
Imagine Math  
Eureka Math  
UFLI  
Wit & Wisdom  
Small increase in achievement  
Intentional PLCs focused on curriculum resources/Data teams

Weaknesses:

Staff demographics do not represent the demographics of the students  
No Reading Specialist or Math interventionist though data supports  
All classroom teachers will need more training in the new ELA Curriculum prior to the start of the year  
5 classroom teachers are retiring, 9 new teachers are to be hired during teacher shortage

Indicate needs related to strengths and weaknesses:

Training on new ELA curriculum  
Hire high quality teachers  
Recruitment strategy to replace retiring teachers, and additions to building  
Dean to support attendance and behavior  
Reading Specialist or Math interventionist

## 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:

TylerSiS, Peachjar, and other various electronic platforms provide constant contact with families  
Monthly Family Newsletters sent home  
Free mental health services offered  
Free online doctors appointments available  
Feedback surveys are sent after each event  
Open House for students and parents in August/September, and other family engagement events  
Care Teams  
Winter/Spring musical  
Black History Program/Living Museum

Weaknesses:

Low turn out to some events  
Valid email addresses and phone numbers from families needed (communication)  
Low attendance to PTO meetings  
Low student attendance during school

Indicate needs related to strengths and weaknesses:

Combine events if it too many for families to attend  
Career Day  
Expand parent input in event planning  
Recruitment for PTO  
More parent teacher meetings  
Parent training/volunteering on resources  
Offer behavior strategies and internet safety to families  
Increase positive communication between school and home  
Importance of attendance workshops

### 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:

School's mission and vision is followed  
Branching Minds is available for strategies to support students  
Social worker  
Monthly SELT meetings to focus on universals for students building wide  
Staff surveys that focus on school climate and culture to gather input  
Frequent school CARE Team meetings to focus on interventions for students  
Communication using: Classroom Dojo, Duchesne Facebook page, flyers, Peachjar, Counselor's Corner Newsletter

Weaknesses:

Inconsistent implementation of PBIS universals building wide  
Valid email addresses and phone numbers from families (communication)

Indicate needs related to strengths and weaknesses:

Expand parent input in event planning  
Recruitment for PTO  
More parent teacher meetings  
Parent training/volunteering on resources  
Kindergarten Roundup

**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	Improve student mastery and teacher pedagogical skills in the areas of Math, ELA, and Science
2	Supplemental ELA/Math support materials
3	Coaching and Stipends for teacher planning outside of the school day.

Schoolwide Program [Hide](#)

**4140 DUCHESNE 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	Sarah Graham	
2	Teacher	Jenna Smith	
3	Principal	Pamela Burroughs	
Plan Development Meeting Dates			
1	Meeting Date	02/28/2024	

**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 Liaison

**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"/>
6	<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**

Continuous Classroom Improvement following the Plan/Do/Study/Adjust model.  
Behavior support using Second Steps Program.

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 provide ongoing instructional strategies, differentiated instruction, and content knowledge PD.  
Stipends for planning and data review  
Supplemental ELA, Math, and technology materials to support engagement  
PLCs to identify, progress monitor, and plan instruction for students.  
Second Steps SEL program- to support behavior conducive to learning.  
Response to Intervention - to match supports to students.  
PD materials and texts to support leadership, content, and SEL learning

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

Description of how strategy/strategies will strengthen

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

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Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Those students struggling with Rdg will be identified. SIPPS Intervention Program will be used.

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

Coaching support will strengthen the academic core instruction of teachers and support student achievement.

Instructional planning stipends to prepare lessons and review data

Intensive training for all teachers on the implementation of the newly adopted reading instructional program.

Utilizing Google surveys we will work to ensure the Title I and IIA professional development resources are meeting the needs of the classroom teacher so that academic progress is met by students. NEE resource for teacher evaluation ensures that tier 1 instruction is meeting the needs of all students and providing adequate differentiation, scaffolding and appropriate enrichment opportunities in the general education and intervention-based classroom spaces.

Intensive training for all teachers on the implementation of the Eureka Math Program.

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

Describe activities

School events are recruiting tactics.

Attending recruiting fairs for highly qualified staff.

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

Describe activities

Providing instructional materials and meals for Kindergarten Round Up.  
Providing online resources to early education program.

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## SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

- Yes  
 No

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

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District/LEA Comments



**DESE Comments**

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