

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](#)

1060 STEAM ACADEMY AT MSB HIGH SCHO

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 jointly developed with parents how families, the entire school staff, and students will share the responsibility for improving student achievement and outlines how STEAM Academy at McCluer South-Berkeley High School will develop partnerships to help children achieve the Missouri Learning Standards.

Additional Activities include:

Seek parent input when creating the parent compact agreement. Collaboratively create the parent policy and agreement.

Parent input meeting via zoom held quarterly. We discussed parent compact, parental involvement plan, and schoolwide program plan.

Parent informational compact will be shared out in September and revised accordingly after feedback sessions.

Information will be and is sent out using Blackboard, Peachjar, website, twitter, and Facebook, S'Mores online newsletter, and Instagram.

- 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 as well as during other events during the school year. Parents are asked to do a Plus/Delta to share with the school of strengths and weaknesses of the current plan, giving input for moving forward and or provide feedback during multiple meetings/events during the school year.

We also receive input about various aspects of the school from parents, students and teachers through the Advanced Questionnaire survey that is also given annually.

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 STEAM High School, feedback is requested during the Spring Title I meeting/survey, the Fall Parent Overview, and PTG meetings. 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. During multiple PTG meetings, EOC data and benchmark data are shared to discuss continued growth of our 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 GLA/EOC/MAP and 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.

Parents receive EOC scores by mail and at the building overview during the Annual Title I meeting. Info is also shared during our Curriculum nights and STEAM High Experience Night Events.

District academic assessments are sent home quarterly. All info is available on our School website. The principal provides updates at PTG meetings and through the Parent Portal.

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)*

Parent will:

Provide adequate time to work with/check in 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.
Regularly monitor canvas, tyler, and the Smore weekly newsletter for updates.
Send my child to school on time on a regular basis.
Communicate with my child's teachers 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 and be college and career ready.
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 and exceeding the level of proficiency on EOC scores and earning scores of 3 or higher on advanced placement tests.
Assure every student access to quality learning experiences and specific pathway experiences that are geared toward the student's goals for post secondary endeavors.
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 STEAM High School, we host several parent nights to assist parents in learning about the EOC assessments and post secondary planning. We host curriculum nights to ensure they know 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
 Weekly smore newsletters
 Weekly Canvas updates
 Conferences and communication with school staff
 Curriculum Night and Title I Annual meeting
 College and Career Planning events
 STEAM Experience Night

- 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 Tyler will be provided. Student Planners are discussed and disseminated as another way of communicating with students and parents.

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](#)

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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.

3/7/2024

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:

420 students enrolled-continued growth each year of over 15%
82% of student population attends school 90% of the time or greater
Attendance committee meets to devise interventions for students.
Building Committees function well as systems and data is regularly reviewed
Parent meetings are being held with families regarding attendance.
Social worker uses a tried intervention system in collaboration with counseling department to support students
School Award incentive program is in place
Very low number of student referrals or discipline incidents
DESSA Screener results, less than 10% of student population in tier 2 or 3

Weaknesses:

18 students are not meeting 90% attendance or higher
Top 3 discipline referrals: Skipping Class, Tardy, Noncompliance
2 10 day suspensions
20 students on academic probation
10 students returned to home school at semester for grade issues

Indicate needs related to strengths and weaknesses:

Social-emotional program for students to learn proactive strategies
Social worker support with more specific/impactful tiered intervention system
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 for attendance and grade concerns
Small group meetings with counselor and social worker to develop SEL for at-risk students

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 Benchmark Platform, EOC exams, AP exams, CCR Assessment Day Exams

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

Strengths:

71% of students score at proficient or higher on the ELA EOC assessment
57% of students score at proficient or higher on the MATH ALG I EOC assessment
47% of students score at proficient or higher on the BIO EOC assessment
1st semester Government MPI is 405
Completion rates for the Galileo assessment are 98%
Growth rate has increased in benchmark 3 data

Weaknesses:

29% of students score below proficiency on the ELA EOC assessment.
43% of students score below proficiency on the Math EOC assessment.
53% of students score below proficiency on the BIO EOC assessment
ACT score is below the state average
Advanced placement exam score have a lack of students scoring 3 or higher

Indicate needs related to strengths and weaknesses:

Celebrate student growth in achievement more
Seek more opportunities to inform parents of student achievement growth and opportunities
Professional Development to strengthen the core instruction
Small groups and targeted tutoring
Student support time during Power Hour
Unpacking standards and deeper look at instructional strategies in PLCs
Professional Development to focus on specific targeted instructional strategies that would be an ongoing element to our ILT process (attending conferences and having trainers visit STEAM High in 23-24 school year). This will include standard's based learning and PBL strategies that will in turn increase student mastery of content standards. Our goal is to increase student achievement so that our EOC scores are an average of 400 or higher MPI (proficient or advanced).
ACT Test Prep staff member for 23-24 school year-Our current ACT score as a building is currently below the state average of 21. Last year, we only had 1 score over 30. As a choice high school with students earning college credit and attending 4 year universities, our ACT score should be higher. This is an opportunity for growth and our goal is for STEAM High to be above the state average with a building average of 25 or higher.

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, highly qualified teachers
Weekly PLC meetings allow teachers to analyze data and plan for instruction
ILT focus of AP skills using Princeton Edition Content Class sets
Imagine Math completion is hitting district goal

Weaknesses:

Imagine Math data could show more growth
ACT scores could show more growth
PBL instructional mastery could show more fidelity and growth

Indicate needs related to strengths and weaknesses:

Continuation with the dedicated Science and SEL program or updated curriculum
Increase use of ACT resources to increase ACT growth
Hire a teacher that will focus on ACT scores (ELA cert 9-12)
PBL PD as part of ILT building wide focus
Study skills and mastery skills development for advanced placement courses
PBL PD building wide for all faculty during the 2023-2024 school year
Unbound Ed PD for department chairs and leadership team in June of 2024
Review your staff survey and the following factors of a high quality professional staff:
staff preparation, years of experience
courses taught by appropriately certified staff (Did you have long term subs? Openings?)
Support staff and specialists
STRENGTH REPORT/Staffing
Professional Development needs

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:

STEAM High School teachers are highly qualified professionals and core courses are taught by appropriately certified teachers:
32 certified staff are highly qualified.
76% of teachers have a Master's Degree.
Multiple staff have credentials to teach dual credit and advanced placement.
The average years of teacher experience is 10.6 years.
Content area and Choice Base PD was offered through the district
Low staff turn over, high staff retention

Weaknesses:

Staff have multiple preps due to small school and small departments
Staff demographics do not represent the demographics of the students
Advanced placement skills need to be streamlined across contents

Indicate needs related to strengths and weaknesses:

Additional core content PD and PD around PBL
Instructional Support Leader/Coach (ISL) to provide ongoing targeted professional development around ILT initiatives
PD funds to pay for PD that aligns with School's Mission and Student Success (AP, skills, ACT skills with hire of ACT prep, multiple PD opportunities with PBL works). Teachers will take part in the PBL works program for the 2023-2024 school year. The leadership team and department chairs will take part in Unbound Ed Standards training during the 2023-2024 school year.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Over 50% of STEAM High families participated in Fall Parent Conferences
TylerSiS, SMORE, 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
PTG Group meets monthly to discuss STEAM High initiatives

Weaknesses:

Parent survey data is below 75% stakeholder participation
PTG membership is under 20 parents
Higher level of underclassmen parents at STEAM High events than upperclassmen

Indicate needs related to strengths and weaknesses:

Increasing PTG membership
Increasing parent survey completion
Marketing more upperclassmen events
Food for events when parents are invited to increase attendance (i.e. mini-grant)
Family activities for events when we invite parents and families (possible consumable supplies)

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:

Students grades, attendance, and discipline data are used to put interventions in place
Branching Minds is available for strategies to support students
Social worker on site
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

Weaknesses:

Inconsistent implementation of PBIS universals building wide
Tier 2 and 3 implementation fidelity

Indicate needs related to strengths and weaknesses:

PBIS Incentives and Points Given need to be increased and used to promote positive behavior by students

Inconsistent implementation of PBIS universals building wide
Tier 2 and 3 implementation fidelity

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 ACT prep
2	Increase Parent Involvement, especially from upperclassmen parents
3	Improve social emotional development skills and attendance

Schoolwide Program [Hide](#)

1060 STEAM ACADEMY AT MSB HIGH SCHO

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	Vivian Mansaray	
2	Teacher	Sarah Winstead	
3	Principal	Jeff Tandler	
Plan Development Meeting Dates			
1	Meeting Date	03/07/2024	

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 of Federal Programs
2	Title III EL ▾	Joyce Pugh-Walker	Dir of Federal Programs
3	Perkins Basic Grant - Secondary ▾	Bradley Johnson	CTE Coordinator
4	McKinney-Vento ▾	Yolanda Rodgers-Garvin	Homeless Liaison
5	Others ▾	Cindy Rielmann	CFO

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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Other <input type="text" value="ACT Prep"/>	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 checked="" 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

After school ACT prep in ELA and Math to multiple students in order to increase overall ACT Test results.

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

After school ACT Prep strategies sessions and materials will provided junior students instruction prior to the April exam. Sessions will compliment the ACT Prep course focused on content.
Social worker to support root causes of attendance and behavioral concerns
Math tutoring to provide remediation
Summer Transition Camp to acclimate students to the school
Professional development in AP, SEL, and core content
AP Prep materials
Supplemental ELA , Math, and technology materials to increase engagement

In addition, having teachers become better versed in AP standards and AP requirements for scoring higher than a score of 3 will be beneficial. Teachers will begin using class sets of AP Pre materials for AP classes so as to expose students with more fidelity to the rigors and requirements of advanced placement.

Lastly, having materials for classes, including books and texts that mirror the rigor level of AP as well as giving hands on use of technology for every student is ideal to show increases in student achievement (i.e. class sets of books, class sets of calculators, class sets of consumables).

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

Description of how strategy/strategies will strengthen

Our school-wide goal is to have no students in Below Basic or Basic. These academic strategies will help students' close achievement gaps, provide students an opportunity to access and master grade level instruction, and push our students in enrichment.

In addition, having teachers well versed in advanced placement curriculum and utilizing advancement placement resources will ensure increase in student mastery and student achievement on AP tests.

Varied literature books for students
Social worker will strengthen school and home connections

- Increase the amount of learning time

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

ACT strategies after school sessions to improve ACT test taking skills

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

In addition, having teachers well versed in advanced placement curriculum and utilizing advancement placement resources will ensure increase in student mastery and student achievement on AP tests.

Varied literature books for students

ACT strategy booster

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

Site based social worker-to support the health and social emotional needs of students (particularly in the virtual setting) to allow students to access the MLS curriculum. Provide wrap around services to students/families. Support transition to "in-person" school when approved.

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

Site based social worker to address the social/emotional, academic, and health needs of students identified in need of Tier 3 supports. Serves as the liaison between home and school for wraparound services.

SEL program to support universal expectations -7 Mindsets

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

*PBL Consultant PD
*Stipends for teacher review of data and planning outside of school calendar

- Professional development activities that address the prioritized needs

Describe activities

SL to support instructional strategies and curriculum alignment
 Provide Professional Development on effective PLC/Data teams, Standards based grading, (PBL), equity, and culturally relevant teaching .
 Supplementary PD in curriculum materials and technology
 Provide additional coaching for students on leadership and college & career readiness
 Provide AVID booster training for two trained teachers, plus provide initial AVID training for two additional teachers to continue implementing AVID as a tool for students to develop college and career readiness skills.
 Provide Deeper Learning PD for a cross section of staff to embed PBL practices and innovation school wide.
 Provide leadership training for Department Chairs to assist with coaching and facilitating PLC/Data Teams.
 Providing scheduled planning times for the instructional leadership team so that our annual plan is strategic and focused on student needs, student growth, and student data.

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.

Save Comments School Level Plan Home Print Cancel Print Mode

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: JPUGH1

