District/LEA: 096-089 FERGUSON-FLORISSANT R-II   **Year:** 2024-2025

Funding Application: Plan - School Level - 3010 STEAM ACADEMY MIDDLE SCHOOL   **Version:** Initial   **Status:** Submitted

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

3010 STEAM ACADEMY MIDDLE SCHOOL

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- ⦿ Schoolwide
- ○ Targeted

☑ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

> The school will inform parents of the policy during a Title I Parent meeting. At this time families will be asked to sign a parent compact, review data, and share feedback.

☑ 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 were asked to fill out a survey in regards to family engagement. The data were reviewed and analyzed to formulate an action plan for the school. Topics for parent involvement and presentations were suggested based on the analysis of survey data.

☑ 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.

> Parents were asked to fill out a survey in regards to family engagement. The data were reviewed and analyzed to formulate an action plan for the school. Topics for parent involvement and presentations were suggested based on the analysis of survey data. Parents were able to provide feedback during the Annual meeting.

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.

> The school will inform parents of the policy and action steps during the annual parent meeting. At this time families (parents/students) will be asked to sign a parent compact. Families that are not represented will also be provided this information via emailed PowerPoint and a virtual copy of the parent compact.

☑ 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 administered at this 6 - 8 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 MAP scores by mail and at the building overview during the Annual Title I meeting. Info is also shared during our Curriculum night regarding the school's progress.

☑ 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)*

STEAM Academy parents will:

Ensure their child has basic supplies or request assistance.
Monitor the quality/quantity of electronic usage and care of the Chromebook.
Check Canvas for progress updates and support their child(ren) with turning assignments in on time.
Provide a quiet study space.
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)*

STEAM Academy teachers will:
Provide rigorous and challenging instruction for your child that is responsive to the needs of students.
Build a strong relationship with your child(ren).
Provide ongoing oral and written communication to parents and students regarding performance and assessment results. Respond to emails and phone calls within 24 hours (during workdays).
Provide you with frequent reports on your child's progress through a variety of formats such as phone calls,   progress reports, Canvas, emails, and scheduled meetings. Update grade books on a bi-weekly basis on Tyler.
Hold virtual Parent/Teacher conferences to discuss your child's progress/grades
Assist students in reaching their fullest potential with the belief that all children can learn and be successful.

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 their content area.
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 Academy Middle School, we host several parent nights to assist parents
> in learning about the MAP/EOC assessment and reading the reports. We host
> curriculum nights to ensure they know about our core content and how to use the
> student information system to monitor their child's progress. Fall conferences
> are held for open feedback. We have an open line of communication and encourage
> parents to reach out if they have questions or concerns about their child's
> progress.

☑ 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.

> "Principal's Chat" meetings are held with family members to discuss topics
> identified as high need to provide support for their student's achievement.
>
> Parents have access to sign up as Canvas parent observer. Canvas is a session
> that will be trained during parent university. Canvas allows families to view
> material and content that students are working on in order to provide their child
> with support to improve achievement.
>
> Parents have access to online textbooks.
>
> Parents were offered a how-to session on Tyler during Curriculum Night. Tyler is
> the program that allows parents to view student progress on the Missouri Learning
> Standards and assessments. Local assessment information is also included on
> Tyler.

☑ 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 the studnet
> information system 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.

☑ 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](#)

3010 STEAM ACADEMY MIDDLE SCHOOL

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

| 1/17/2024 |

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:

```
89.24% of student population attends school 90% or greater
Attendance committee meets weekly to devise interventions for students.
206/249 (82%) students have 90% or higher minutes present
1/1 of the families with lower than 80% minutes present currently have action
plans that they work on with the SW.  This student is making some progress.
32/42 (76%) are receiving supports from the SW or the School Counselor.
Parent meetings are being held with families regarding attendance.  (virtual,
phone, and in person)
Monthly incentives have promoted students not being tardy.
Social Worker
```

Weaknesses:

```
43/249 students are not meeting 90% or higher
Reasons for absences vary:
Illness
Death in family
Travel
Miss bus - no ride
```

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
```

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:

74% of students score at proficient or higher on the ELA MAP assessment
78% of students score at proficient or higher on the MATH GLA assessment
76% of students score at proficient or higher on the MATH EOC assessment
80% of students score at proficient or higher on the Science MAP assessment.
100% of the students met entry criteria in order to attend the Steam Academy
Middle School.
63% of students scored proficient or higher on the Science Galileo CBAS 3
assessment.
53% of students scored proficient or higher on the Math Galileo CBAS 3
assessment.
56% of students scored proficient or higher on the ELA Galileo CBAS 3 assessment.
92% of students met their expected growth as measured by the Galileo test in Math
classes.
74% of students met their expected growth as measured by the Galileo test in ELA
classes.
85% of students met their expected growth as measured by the Galileo test in
Science classes.
Completion rates for the Galileo assessment are 99.46% (4 students were absent
during makeups)

Weaknesses:

26% of students score below proficiency on the ELA MAP assessment.
38% of students score below proficiency on the Math MAP assessment.
24% of students score below proficiency on the Math EOC assessment.

Indicate needs related to strengths and weaknesses:

Celebrate student growth in achievement more
Professional Development - Differentiation focus
Small groups
Targeted tutoring
Afterschool activities
Teaching Methods Coach
Avid binders
MySci Kits

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 new SEL curriculum
Need for MySci Kits
Updated Reading curriculum

Indicate needs related to strengths and weaknesses:

Continuation with the dedicated Science
District is adopting a new SEL and reading curriculum

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:

Content area and Choice Base PD was offered through the district
3 Cycles of Learning on Deeper learning
Cycle 1: Collaboration and Effective Communication
Cycle 2: Content Expertise & Critical Thinking and Problem Solving
Cycle 3: Academic Mindset and Self-Directed Learning
Individuals and PLCs participated in PD related to personal and department PD goals
Full staff participated and/or was offered PD on PBL
Content area and Choice Base PD was offered through the district
ANET PD through the District
PD information is shared
Staff were retrained in NCI
Staff were trained in 4E
1 staff was trained as a certified trainer in 4E

Weaknesses:

Currently 3 openings for 23-24SY
Staff demographics do not represent the demographics of the students

Indicate needs related to strengths and weaknesses:

```
Additional core content PD
Instructional Support Leader/Coach (ISL) to provide ongoing targeted professional
development
```

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:

```
Use of several electronic platforms to stay in contact with families: weekly
newsletter, Tyler SiS, Peachjar, Facebook, school website
Surveys are sent after each event
Positive feedback from the parent survey data are provided.
Different strategies have been tried in order to solicit survey information from
families including using Student Ambassadors with ipads at the doors soliciting
participants as they leave.
High participation in events
Parent led organization has been developed with a nomination and vote from staff
and parents
```

Weaknesses:

```
Limited parent education courses offered
Surveys responses did not represent a high percentage of stakeholders
Less than 50% of stakeholders participated in the surveys
District mandates what days and times events can be held and feedback from
stakeholders requests other times.
The Title 1 surveys we give don't always align to the events.  Are we able to
change the question to align to the event better?
```

Indicate needs related to strengths and weaknesses:

```
Apply for a Parent engagement grant for the 23-24 school year for STEAM night.
```

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 II Interventions are being implemented and monitored for groups of students
based on attendance, academic, and behavioral data.
A list of all Tier II Interventions available at STEAM has been created, that
includes the name of the intervention, along with how to monitor and the
effectiveness.
SECA and DESSA data is utilized to put interventions in place.
Counselor shares this information to content PLC's.
Tier 2 interventions are provided for 23 students for attendance. (Channel-
West).
Tier 2 interventions are provided for 5 students for academic. (Hayden)
Tier 2 interventions are provided for 25 students for attendance. (Elam)
Tier 2 interventions are provided for 6 students for behavior. (Elam)
Tier 2 interventions are provided for 2 students for attendance/behavior. (Elam)
Tier 2 interventions are provided for 4 students for SEL. (Harold)
Tier 2 interventions are provided for 4 students for SEL. (Partee')
Tier 3 interventions are provided for 16 students (Great Circle, SW, Counselor).
15 Care team meetings were held for 8 of students.

Weaknesses:

Inconsistent implementation of PBIS universals building wide
2 staff - 1 who has been here since we opened is not using PBIS rewards.

Indicate needs related to strengths and weaknesses:

Additional PBIS Professional Development

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	Teaching Methods Coach
2	Avid Binders
3	Library Books
4	MySci Curriculum

Schoolwide Program Hide

3010 STEAM ACADEMY MIDDLE SCHOOL

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	Tiffany McDaniels
2	Teacher	Melinda McCubin
3	Principal	Chris Reis
Plan Development Meeting Dates		
1	Meeting Date	01/17/2024

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	Title IV.A ⌄	Joyce Pugh-Walker	Dir of Federal Programs
4	Perkins Basic Grant - Secondary ⌄	Bradley Johnson	CTE Coordinator
5	McKinney-Vento ⌄	Yolanda Rodgers-Garvin	Homeless Liaison
6	Others ⌄	Cindy Reilmann	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	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☐ Other [＿＿＿＿]	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Delivery of Title I funded supplemental instruction services

☐ Preschool

☐ Pull out/resource classroom

☐ Push in/regular classroom

☐ Summer School

☐ Tutoring (before-or-after-school)

☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other _____	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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

[ ]

The strategies will (mark all that apply)

☑ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

```
*An instructional support leader/coach to support teacher implementation of  the
MO Learning standards and instructional strategies.  This coaching will help with
differentiation and implementation of instructional strategies and content.

*Social Emotional Learning program to provide students with proactive support
```

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

Description of how strategy/strategies will strengthen

```
Instructional Support Leader will provide instructional strategies
```

☐ 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

```
An instructional leader in the area of math will help coach math teachers in
implementing the MO Learning standards.  This coaching will help with
differentiation and formative assessments.
```

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

An instructional leader in the area of math will help coach math teachers in implementing the MO Learning standards. This coaching will help with differentiation and formative assessments.

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

SEL programming

☑ **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

*An instructional support leader/coach to support teacher implementation of the MO Learning standards and instructional strategies. This coaching will help with differentiation and implementation of instructional strategies and content.

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

Describe activities

Participation in hiring fairs.

☐ **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.

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District/LEA Comments

DESE Comments

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