

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

[School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

School, Parent And Family Engagement Policy [Hide](#)

4040 WINFIELD INTERMEDIATE

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.

Each year the LEA involves parents and all stake holders in the development of the Parent and Family Engagement Policy by holding a needs assessment survey, looking and analyzing the data from this survey at the school improvement night, and allowing families to offer feedback, ask questions, and help develop the plan to best serve our students and meet the needs of parents. We also review this policy with all incoming or transfer students and parents at enrollment time. This allows us to meet all student and parent needs. This policy is placed in our student/ parent handbook and parents sign off on agreement measures. We will also include this at our back to school parent meeting with all parents in our building to ensure understanding and agreement.

All Schools within our district, School-wide and Targeted will provide high-quality curriculum and instruction in a supportive and effective learning environment

- 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.

Each year the LEA involves parents and all stake holders in the development of School-wide plans by holding a needs assessment survey, looking and analyzing the data from this survey at the school improvement night, and allowing families to offer feedback, ask questions, and help develop the plan to best serve our students and meet the needs of parents. We also review these plans quarterly at our parent principal coffee talks, weekly through newsletters, and monthly through staff development. This allows us to meet all student and parent needs. All updates are maintained through our district's website.

- ☒ 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.

Each year the LEA involves parents and all stake holders in the development of all academic plans by holding a needs assessment survey, looking and analyzing the data from this survey at the school improvement night, and allowing families to offer feedback, ask questions, and help develop the plan to best serve our students and meet the needs of parents. We also review these plans quarterly at our parent principal coffee talks, weekly through newsletters, and monthly through staff development. This allows us to meet all student and parent needs. All updates are maintained through our district's website.

All Plans are provided in our school improvement nights, newsletters, and on our website. We also have created a brochure for all incoming parents and students. The highlighted items include the LEA Plan, Budget, Curriculum Development, and Building Goals.

All Curriculum, Assessment Data, and Academic Achievement are provided in our school improvement nights, newsletters, and on our website. We also have created a brochure for all incoming parents and students. The highlighted items include the LEA Plan, Budget, Curriculum Development, and Building Goals. We also set personal goals with students and parents are informed and updated twice a quarter. Feedback is provided by the teacher to parent and from the parent to the teacher.

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.

A meeting between the teacher and the parent and the student is held as soon as a need is identified. The team develops academic goals for the students which is monitored weekly by the staff member, parent, and student. Intervention work is provided in school and at home to have the most productive learning experience for the student.

- ☒ 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.

Ongoing training is provided to all staff members in the supportive learning environment. Professional development in reading development is provided monthly to the staff members, as well as, maintaining and evaluating data to support the learner. Goals are developed and monitored weekly for all students.

A meeting between the teacher and the parent and the student is held as soon as a need is identified. The team develops academic goals for the students which is monitored weekly by the staff member, parent, and student. Intervention work is provided in school and at home to have the most productive learning experience for the student.

Curriculum nights and school improvement night are set up throughout the year providing transportation and child care to support the development of all academic programs, goal setting, and 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)*

*Value my child's education.
*Contact the teacher when there is a concern.
*Ensure that my child reads daily.
*Attend parent/ teacher conferences.

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

*Believe that each child can learn.
*Provide an environment that promotes active learning.
*Assist each child in achieving the essential academic learning requirements.
*Maintain open lines of communication with students and parents.
*Seek ways to involve parents in the school program.

☒ 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.

Currently our district uses parent involvement groups to communicate needs, receive feedback, and coordinate programs. These are district wide, at the building level, and at the grade level. These groups include District Parent Involvement Team Meetings, Parent Principal Coffee Talks, Parent Teacher Organization Groups, and building teams.

- ▣ 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.

Curriculum nights and school improvement night are set up through out the year providing transportation and child care to support the development of all academic programs, goal setting, and progress.

All school-wide plans, curriculum brochures, goal setting, training materials are provided to parents. We also provide cheat sheets for homework and help desk page to support and answer questions for our parents when working academically with their children. Parent teacher conferences are set up throughout the year to provide one on one time between the parent and the teacher. Child care is provided for these experiences.

- ▣ 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.

All school-wide plans, curriculum brochures, goal setting, training materials are provided to parents. We also provide cheat sheets for homework and help desk page to support and answer questions for our parents when working academically with their children. Parent teacher conferences are set up throughout the year to provide one on one time between the parent and the teacher. Child care is provided for these experiences.

Curriculum nights and school improvement night are set up through out the year providing transportation and child care to support the development of all academic programs, goal setting, and progress.

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.

Each year the LEA involves parents and all stake holders in the development of all academic plans by holding a needs assessment survey, looking and analyzing the data from this survey at the school improvement night, and allowing families to offer feedback, ask questions, and help develop the plan to best serve our students and meet the needs of parents. We also review these plans quarterly at our parent principal coffee talks, weekly through newsletters, and monthly through staff development. This allows us to meet all student and parent needs. All updates are maintained through our district's website.

All Plans are provided in our school improvement nights, newsletters, and on our website. We also have created a brochure for all incoming parents and students. The highlighted items include the LEA Plan, Budget, Curriculum Development, and Building Goals.

All Curriculum, Assessment Data, and Academic Achievement are provided in our school improvement nights, newsletters, and on our website. We also have created a brochure for all incoming parents and students. The highlighted items include the LEA Plan, Budget, Curriculum Development, and Building Goals. We also set personal goals with students and parents are informed and updated twice a quarter. Feedback is provided by the teacher to parent and from the parent to the teacher.

- 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)*

4040 WINFIELD INTERMEDIATE

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

6/10/2020

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:

The strengths of our district enrollment, attendance, and discipline. Our enrollment continues to increase, attendance is maintaining at the 95% status, and our discipline has dropped by 3% since last year.

Weaknesses:

Our weakness is mobility. We have students moving in and out of our district to the surrounding areas. We are working with surrounding districts to tie our curriculum development together to ease this transition process.

Indicate needs related to strengths and weaknesses:

None at this time

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:

We also use the Evaluate Tool district wide to analyze achievement monthly.

Weaknesses:

All data supports that our students are achieving at grade level. Where weaknesses arise, we are provided monthly professional development, data analysis days to address these areas of weakness. Our weaknesses are addressed through our district's support to providing teacher's with high quality professional development and curriculum support.

Indicate needs related to strengths and weaknesses:

None at this time

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:

We have adopted programs k-12 that are supportive to each other. We continue to update curriculum and analyze instruction using the NEE Evaluator Tool. We provide full day professional development and data analysis days to ensure that we are meeting the needs of our district.

Weaknesses:

Teacher turn over is our biggest weakness. We have plans in place to continue to develop and ensure support for new teachers to lessen this weakness.

Indicate needs related to strengths and weaknesses:

None at this time

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:

Funding is set aside to always insure that we can develop high quality staff. The district places a high importance to staff development and data analysis around instruction.

Weaknesses:

Teacher turn over. Teacher turn over is our biggest weakness. We have plans in place to continue to develop and ensure support for new teachers to lessen this weakness.

Indicate needs related to strengths and weaknesses:

None at this time.

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:

We have district wide initiatives and groups to support our parents in all areas of development.

Weaknesses:

One weakness is person participation by parents in these groups listed above, but we have lessened this weakness by offering notes, emails, text messages, newsletters about the developed programs.

Indicate needs related to strengths and weaknesses:

None at this time

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:

Our district provides high quality professional development and time to analyze, update, and improve all the areas listed above. We are currently meeting and exceeding average class size requirements, management and governance, decreasing discipline, while increasing attendance.

Weaknesses:

None at this time, we have adopted the model schools initiative.

Indicate needs related to strengths and weaknesses:

None at this time

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	Increase reading levels in all subgroups.
2	Improve phonological awareness/ phonics skills by accessing and utilizing DRA Data and Dyslexia Screening Data.
3	Provide opportunities and instruction on parental/school goal setting in the area of reading.

Schoolwide Program [Hide](#)

4040 WINFIELD INTERMEDIATE

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	Melissa Whitehead	
2	Teacher	Bridget Baker	
3	Principal	Jeff Schultz	
Plan Development Meeting Dates			
1	Meeting Date		
		06/04/2020	

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 I School Improvement (a) ▾	Ericka Dixon	Supervisor/ Principal

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

Delivery of Title I funded supplemental instruction services

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

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

Class size reduction

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

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

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

All data will be analyzed by our Title One Staff, meetings with parents, students will be included to go over goals created, data to support goals, curriculum development and ongoing professional development.

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

Description of how strategy/strategies will strengthen

All data will be analyzed by our Title One Staff, all staff members, meetings with parents, students will be included to go over goals created, data to support goals, curriculum development and ongoing professional development.

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

Evaluate Data will be used to created flexible groups in the area for enrichment and accelerated programs. These programs will be evaluated and updated quarterly.

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

School-wide intervention time is in place to address strengths and weaknesses in the area of the Missouri Learning Standards for all students. As well as school-wide intervention time, we have pull-out programs for Title One Reading and Push-In programs for Title One. An academic care team is also developed and will meet monthly to address all other academic concerns putting interventions in place as needed.

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

Missouri Reading Initiative
Professional Learning Communities
Positive Behavior Intervention Support
Model School Initiative
Growth Mindset
Trauma Informed School

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

On-going high quality professional development
Competitive Salary Schedules
Supportive Mentoring Programs

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: laura.robinson@dese.mo.gov

Current User: edixon1

Improving Lives through Education

Ver.