

District/LEA: 015-002 CAMDENTON R-III Year: 2025-2026

Funding Application: Plan - School Level - 4050 HAWTHORN ELEMENTARY Version: Initial Status: Returned to LEA

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](#)

4050 HAWTHORN ELEMENTARY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- ☐ Schoolwide
☐ Targeted

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

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

Hawthorn Elementary collaborates with parents throughout the year to review and update the Parent and Family Engagement Policy. Our approach includes the following steps:

Ongoing Parent Advisory Team Meetings: The Parent Advisory teams meet regularly throughout the year to discuss and suggest updates to the family engagement policy. Parents actively participate in these meetings to shape the policy based on family needs and district goals.

Finalized Policy Accessibility: Once finalized at the end of the year, the updated policy is made widely accessible to families through multiple channels. It is presented at family events, shared on the district website, included in physical and online resources, and made available in various locations for easy access.

Continuous Parent Feedback Collection: Throughout the year, we invite and collect feedback from parents during advisory meetings, family events, and through additional communication channels. This feedback is reviewed annually to inform potential updates to the policy, ensuring it continues to meet the community's evolving needs.

- ☒ 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.

Title information is presented several times to parents throughout the school year at various daytime and evening family events. Feedback is gathered through parent advisory meetings, stakeholder collaboration opportunities, and through survey responses.

- ☒ 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.

Communication is provided in person and electronically of the Title I family engagement policy as well as communication and documentation of acknowledgement through the online registration process. Feedback is gathered through parent advisory meetings, stakeholder collaboration opportunities, and through survey responses.

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.

Communication takes place throughout the year; back to school orientation and Title Parent Information Meeting, quarterly progress monitoring updates, parent advisory meetings, at-home resources, title services information for any families of students being served, CSIP and stakeholder collaborations, and various collaborative opportunities.

- ☒ 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.

The district has worked to align the curriculum to Missouri Learning Standards and develop a tiered instruction and intervention approach. Standards-based reporting leverages the assessment process and provides targeted instruction.

- ☒ 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)*

Agreement with and signing the School-Parent Compact:

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Participate in parent-school activities.
4. Be aware of my child's extracurricular time and activities.
5. Stay informed about my child's education by reading all communications from the school and responding appropriately.

Ongoing communication with teachers regarding progress and support opportunities at home.

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

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:

1. Retain highly qualified principals and teachers
2. Provide instruction, materials, and high-quality professional development which incorporates the latest research.
3. Maintain a safe and positive school climate.
 - Hold parent-teacher conferences to:
 1. Discuss the child's progress/grades during the first quarter.
 2. Discuss this compact as it relates to the child's achievement.
 3. Monitor and discuss the child's achievement throughout the school year.
 - Provide parents with frequent reports on their child's progress as follows:
 1. Frequent information from the classroom teacher.
 2. Monthly suggestions from the classroom teacher.
 3. Quarterly report cards/reports sent home by the school.
 - Be accessible to parents through:
 1. Phone calls or person - to person meetings.
 2. Scheduled consultation before, during, or after school.
 3. Scheduled school or home visits.
 - Provide parents opportunities to volunteer and to observe classroom activities as follows:
 1. Phone calls or person - to person meetings.
 2. Scheduled consultation before, during, or after school.
 3. Scheduled school or home visits.
 - Provide parents opportunities to volunteer and to observe classroom activities as follows:
 1. Listen to children read.
 2. Help with classroom decorations, art projects, etc.
 3. Assist with holiday programs or parties, educational trips etc.
 4. Participate as a member of the Title One Parent Advisory.

☒ 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.

Frequent parent communication from teachers and building, including progress with class curriculum progress, assessment results, and state procedures. Parents are encouraged to support their child's needs through monitoring report cards, attending teacher/parent conferences, and collaborating as needed throughout the year.

- ✓ 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.

The district uses standards-based report cards so parents have a clearer understanding of skill proficiencies and deficits to assist their children at home. Teachers provide practice materials and guiding overview documents for parents. Materials to support literacy and number sense are presented, modeled, and provided to parents at family engagement nights. i-Ready parent reports provide detailed descriptions of students' strengths and areas to target within each domain and provide suggested practices for parents to utilize.

- ✓ 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.

Teachers work closely with administrators to support parents working with their children. A uniform and consistent communication platform is used as a primary tool. Teachers are encouraged to build positive partnerships with parents through positive notes, and phone calls well in advance of asking for support when concerns arise. Monthly rallies take place to recognize student achievements in leadership and academics, which teachers invite parents to attend.

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.

All family activities and events are conducted through the lens of all federal programs to support our families and students and to enhance engagement.

- ✓ 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.

Date of Needs Assessment

5/13/2025

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:

We are able to provide a variety of Tier 1, Tier 2, and Tier 3 services to more students from all student groups with the school-wide MTSS structure in place. In addition, the district has access to many support roles that provide any needed push-in services for unique student needs.

Weaknesses:

We have achievement gaps within our student groups, especially those with IEPs.

Indicate needs related to strengths and weaknesses:

We have established Tier 2 and Tier 3 support teams and are providing more diverse intervention opportunities that go beyond academic achievement. This provides professional learning opportunities for social-emotional needs and behavioral support needs. Our building's master schedule reflects designated time by grade-level teams for targeted interventions in reading and math.

Much effort is being directed to train teachers in foundational reading skills, structure literacy and how to incorporate the Science of Reading into daily instruction. Foundational reading skills continue to be an area of concern.

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:

MAP item analysis and historical trend data by standard; i-Ready diagnostic data for Math and Reading, and Universal Screening data for Reading.

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

Strengths:

Hawthorn 3rd Grade students in 2023 outperformed the State average in Math on the MAP. Comparative data shows a 5% growth in Proficient/Advanced placement in 3rd grade MAP ELA from 2022 to 2023 and 7% growth in MAP Math. Cohort data shows a 6% increase in Proficient/Advance placement from 2022 to 2023 in MAP Math.

Weaknesses:

2023 MAP results identify 48% of 4th grade students performed at a Basic level of proficiency in ELA and over 60% of all students fall into Basic or Below Basic in ELA.

Indicate needs related to strengths and weaknesses:

Title I funds will be directed toward Supplemental ELA teachers to meet the identified needs. These positions are focused on providing dedicated instructional support in reading and literacy, enhancing core instruction, and effectively addressing student learning gaps. In addition funds will cover a TMC (.2) shared between the 5 elementary buildings.

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:

Lead teachers have been working in conjunction with the Director of Curriculum to perform SWOT analysis of resources, adapt scope and sequence to current needs, to analyze longitudinal data, and to provide PD for supporting resources. We have also adopted a new math resource, Eureka Math Squared, which has a digital assessment component we have explored. Continued training in LTRS has been provided to new teachers, as well as teachers interested in pursuing for Career Ladder. Currently, the majority of the building has undergone at least a year of training.

Weaknesses:

Shifts in district initiatives have altered the direction of some of the work that has been underway and it has taken time to reorient and identify clear systems and procedures for moving forward. The adoption of a new math resource has altered some of the pacing needs and instructional practices, not significantly, but enough to require additional attention. The largest concern is the vast number of students who are identified through the universal screening process as well below grade level. This requires significant time and attention for remediation, in addition to tier 1 instruction and any necessary intervention at grade level. Worth noting is the increase in behavioral challenges that more frequently impact instructional time.

Indicate needs related to strengths and weaknesses:

We must prioritize continued professional learning across divergent critical areas; tier 1 instruction, tier 1 behavioral support, data-teaming and data-informed instructional practices and intervention, assessment development, implementation of quality PLC processes, etc... There are so many needs and teachers are overwhelmed. It will be a delicate transfer as district initiatives shift and we begin to examine current and best practices. At the core, an MTSS system of supports for instruction and behavior will be a priority.

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:

Hawthorn teachers actively pursue LETRS training and see the value in providing appropriate reading support for both word recognition and language comprehension skills. Teachers have been trained on giving both i-Ready benchmark assessments and universal screening tools. Additional screening analysis provides targeted intervention needs and a tiered collaborative approach working alongside reading specialist and teams of teachers are in place. Training has also been provided in utilizing the EL language arts resource that utilizes rich complex grade level texts, along with vocabulary and comprehension of information.

In 2021-22 Hawthorn teaching staff received two days of professional development provided by Franklin Covey and Leader in Me regarding student goal setting and "Four Disciplines of Execution". Additionally, teachers are receiving training on developing skilled readers through LETRS training.

Weaknesses:

There has been a lack of time to offer ongoing professional development for all staff. Currently, pockets of teachers are receiving training and ongoing collaboration is required to expand new learning. There are a lack of substitute teachers, minimizing our ability to schedule grade level or building wide PD opportunities. This years current calendar did not include full PD days throughout the year, so fragmented teams looked to after school opportunities or the occasional conference was critical. The removal of instructional coaches from the district has also left a gap in in-house professional learning opportunities. Principals will need to transfer time and energy away from other building needs to ensure there is not a loss of quality instructional practices, and there continues to be quality professional learning opportunities.

Indicate needs related to strengths and weaknesses:

Hawthorn staff has frequently pursued professional learning opportunities, even though PD days were completely taken out of the school calendar during the year. There was a huge push for more collaboration time and professional learning opportunities, and the district has added 6 Professional Learning and Collaboration days to next years calendar. A clear focus on resuscitating impactful PLC processes has been identified as a goal, and professional learning will be scheduled around this need, beginning with district aligned common formative assessments and the data-teaming process.

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 received feedback from over 60 respondents to our annual Measurable Results Assessment (MRA) as part of our ongoing efforts of school improvement through Leader In Me. A score of 80 was identified under family engagement, which indicates students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

One of our primary celebrations is the monthly rallies we are able to offer to support both student academic achievement and student leadership. Each month we invite families to join us to celebrate their child's accomplishments. In addition, we have some form of activity each month that allows families to engage and interact at the school.

Weaknesses:

The MRA identified service learning as a low area of community engagement. Teachers feel like most students; families engage as partners in their child's learning, but there is still a need to improve this 2-way communication. There are also opportunities to better provide support to parents wanting to help their student learn and grow academically while at home.

Indicate needs related to strengths and weaknesses:

Hawthorn will continue to host family literacy events targeted to support and enrich literacy experiences. A parent advisory panel has been established, but opportunities to expand the demographics represented is present. In response to parent feedback, we will be making revisions to the safety and security processes around class parties, and we will be adopting a single communication platform to reduce app confusion for families with students in different buildings, involvement in clubs, sports, etc...

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:

Average class size is 20 students (within desirable standards).
School motto is Love, Learn, Lead which is frequently leveraged and conformed to.
Updating new student information system to align with updated discipline procedures.
New leadership engaging in updating School Improvement Plan and working with stakeholders to clarify Mission and Vision goals and benchmarks.
A wide number of Systems and Teams are in place to support new teachers, academic instructional practices, intervention processes, Tier 2 and 3 behavioral needs, social-emotional needs, etc...

Weaknesses:

New administrative leadership learning and adapting to current processes and identifying potential areas of growth opportunity has sent ripples into comfortable practices.
Co-Teaching has been adopted, but challenges have arisen when retaining high quality professional development. We are progressing, but ongoing supports will be important.

Indicate needs related to strengths and weaknesses:

Identify needs for intervention have led to revisions in the building master schedule that incorporate targeted time for specific skill based needs, such as fundamental decoding and reading skills, and also for targeted standard-based supports needed to support both Tier 1 and Tier 2/3 needs. The systems are in place. Professional learning opportunities have been scheduled.

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

The top priority is funding Supplemental ELA teachers to provide targeted literacy support for students. Funds will also pay for a TMC (.2) shared between the 5 elementary buildings.

Schoolwide Program [Hide](#)

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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	Sheena Self	
2	Teacher	Morgan Basler	
3	Principal	Randy Gum	
4	Teacher	Amber Keeney	
5	Teacher	Michele Rohrer	
6	Parent	Cindy Skola	
7	Parent	Missey Blankenkaker	
8	Parent	Stephanie Jenkins	
9	Parent	Stacy Armstrong	

Plan Development Meeting Dates			
	Meeting Date		
1	03/24/2025		

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	Select...		

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 students will be provided instruction aligned to District Identified Success Ready Standards with frequent formative assessments and data-informed decisions for Tier 1,2&3 needs. Benchmark assessments and Common Formative Assessments will be utilized to monitor overall growth and proficiency. Universal screeners will be utilized to identify students at risk and needing additional supports, specifically in literacy. Targeted reading supports will be served through Title Reading Specialists for Tier 3 needs. Professional learning will take place frequently to support each of these needs.

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

Description of how strategy/strategies will strengthen

☐ Increase the amount of learning time

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

☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

All students will be provided instruction aligned to District Identified Success Ready Standards (targeted MLS Priority Standards) with frequent formative assessments and data-informed decisions for Tier 1,2&3 needs. Benchmark assessments and Common Formative Assessments will be utilized to monitor overall growth and proficiency. Universal screeners will be utilized to identify students at risk and needing additional supports, specifically in literacy. Targeted reading supports will be served through Title Reading Specialists for Tier 3 needs. Professional learning will take place frequently to support each of these needs.

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

RPDC training to provide clarity on the Data-Teaming process and PLC process reform.
Curriculum and Instruction department will collaborate with building principals to provide ongoing targeted PD aligned to both District goals and building specific needs.
LETRS training provided to all new teachers and offered to all teachers new to the district.

☐ 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.

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