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

## 4020 PRINCETON R-V ELEM.

### 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 district provides information to families yearly at the beginning of the school year. We also hold meetings for parents in the fall and spring to discuss activities provided by the district to encourage family engagement. The agreement is sent home in the beginning of the school year with student packets. Parents are asked to sign the engagement form, along with all of the other required forms for the beginning of the school year. Families are then tracked to see that they returned the forms. If the forms are not returned, a second form is sent home with the student. If the form is not returned after that point, a phone call is made to the parents. These forms are also available at the fall Title 1 meeting for those parents that still have not returned the required document. Forms may also be mailed to families that have not returned the documents by a certain date. Forms are available in both English and Spanish. If the need arises, the district will also hire a translator to assist non-English speaking parents with completion of documents.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

#### POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
  - To explain the requirements of Title I.A
  - To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- Transportation
  - Child care
  - Home visits
  - Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents are invited and encouraged to attend yearly meetings and to serve on the advisory board that reviews our Title 1 program and makes improvements based on the feedback from parents. The Title 1 teacher implements the meetings and coordinates the advisory board committee. This committee consists of parents, teachers, community members and administration.

- 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.

Once programs have been completed or implemented, parents are then surveyed on the ways that they might like the policy changed or areas that they feel might need improvement. This information is also discussed at the Spring and Fall parent night meetings to gain parent input about the program. Survey results are presented to the advisory board and also to parents and students that attend the Spring Title meeting and then again discussed at the Fall meeting. The Title teacher is also available to meet with parents on an individual basis as needed.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Information is given to parents at the beginning of the school year, twice yearly at our annual meetings and during first quarter conferences held at the district. Parents will also receive information about the Title program during our monthly parent involvement activities for all grade levels. These activities take place in the evenings on every other month basis with parents and students in all grade levels in the building.

- 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.

Teachers provide verbal information to the parents on curriculum used in the classroom along with explanations of assessments used and the meaning of the result of those. MAP achievement levels are given to the parents during first quarter conferences and the teachers explain the levels to the parents. The district test coordinator is also present to speak with parents regarding student levels. MAP results will be provided to parents during the first quarter conference. Iowa Test of Basic Skills test results will be available to parents of 1st and 2nd grade students in the fall also.

- 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)*

1. Parents will make sure their child completes all assigned homework and will contact the teacher for assistance when needed.
2. The parents will provide a place and time at home that will encourage and assist their student's learning.
3. The parents will discuss daily their child's learning experiences and school work.
4. The parents will provide praise and reward for a job well done and a loss of privileges when expectations are not met.
5. The parents will insist daily that their child read and or do math with them and they will read or do math with them as well as limiting television viewing.

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

It is the responsibility of the school to research and compare proven high quality curriculum programs for all students. The school will provide teachers with the needed resources and training to utilize the materials provided to them. The Title 1 Teacher will also provide assistance to the classroom teacher with supplemental materials, resources, and in any other way that may be needed to provide the best education for the student. The school will also assist the student in and out of the classroom to allow the student to perform at their best ability level. The district will also provide appropriate learning materials and space to enhance the student's learning in or out of the classroom. The teacher will also provide positive feedback while helping the student monitor good study habits and self-management.

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.

Teachers meet with the parents to discuss student achievement. They also discuss standards and the assessment programs. At the beginning of the school year the building counselor sends a letter home to the parents outlining state testing, requirements and dates. Teachers also send home either a weekly or monthly newsletter as a hard copy or a digital format. This keeps parents up to date on the activities taking place and what their student is working on in class. Parents are also encouraged to meet with the classroom teacher if they have concerns about their child's progress. Teachers also schedule parent meetings if the need arises and there are classroom concerns.

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.

Teachers provide extra material or sites for parents to go to for help in working with their children. There are also monthly school/parent involvement newsletters sent to help parents with directions to engaging activities that they can do with their student to promote success at school. Teachers also provide parents with spelling lists, sight word lists, math materials and reading logs to help students at home. Many teachers have their own website that provides additional resources for parents or activities student may utilize on their own.

- 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.

The district will provide staff meetings that provide guidelines in the area of parent communication. This information is normally covered at the teacher in-service days at the beginning of the school year. 1st and 2nd year teachers attend state required mentor meetings to learn ways to also communicate better with the parents of their students. Staff members are always encouraged to meet with their building administrator if they have concerns as to how to communicate better with the 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.

The Title 1 teacher coordinates activities that involve all parents at different times throughout the year. She provides printed materials, as well as verbal discussion of strategies to incorporate at home to help parents become actively engaged in their child's education. The preschool parents are also included in these activities. These activities/events are usually scheduled in the evenings to allow for the greatest number of parents to participate.

- 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)*

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](#)

## 4020 PRINCETON R-V ELEM.

### 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

4/13/2023

### 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 building has a relatively consistent enrollment. We currently have two sections of all grade levels. Each section has a relatively low number of students which allows for more one on one teacher/student interaction. Discipline issues are low and we have 5 or fewer students that are considered Limited English Proficient. Our attendance rate is currently above 95% for the year. The district has been able to secure the services of one of our community members to act as a translator when the need arises to speak with non-English speaking parents. This has been a great help and we will continue to use these services in the future as the need arises.

Weaknesses:

Currently approximately 40% of our students are on free and reduced lunches and we do not have a very diverse student population. Our numbers for ELL students are low, but we often struggle with our beginning English speaking students due to staff with little to no Spanish speaking abilities.

Indicate needs related to strengths and weaknesses:

Continue to identify and assess the needs of the ELL students that have enrolled in the district in the last few years. The addition of a community member able to translate has been a great help to our district. If the need is greater than the current teaching staff can effectively and successfully educate, the district will need to look into employing an ELL teacher. Our ELL student population has been trending almost the same for each school year. The district did hire a part-time tutor for the struggling ELL students. This seemed to help with their basic skills.

### 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:

Students are consistent in their yearly performance. Students that take state assessments for the first time are well prepared in part due to teacher preparation. The district has also purchased more updated chrome books for each classroom which allows students more time to improve skills with the ability to properly use the chrome books for academics. Our librarian has also worked on adding new books to the inventory to help with the lack of non-fiction books.

Weaknesses:

One of the biggest areas of weakness was in the area of nonfiction. Students do not test well in most questions involving this topic. More work in that area is required and we are working on how to implement more of that into our curriculum. The library teacher has added many new non-fiction titles to our library.

7/28/2023. Yearly MAP results will be available to the district when school resumes in the fall. Results will be an indicator for the 2023-2024 school year to help us identify any areas that might still need improvement. The district will continue to discuss and identify areas of need during faculty meetings and in-service trainings to strengthen any areas of concerns based on the findings of our MAP tests from the spring. The data will be reviewed by the elementary counselor/testing coordinator and individual grade level teachers with vertical alignment taking place to ensure success in areas of weakness.

Indicate needs related to strengths and weaknesses:

The school needs to provide more nonfiction resources for students. The teachers need to focus and implement more curriculum in the area of nonfiction text to help improve student achievement. More classroom time needs to be dedicated to areas such as science and social studies to aid in a better understanding on nonfiction text and student learning objectives in this area. This area continues to be of concern, although the addition of new books in the library will help with this.

Completion of MAP testing this spring, along with the Iowa Test of Basic Skills for grades 1 and 2, will give the district information concerning any continued weaknesses or strengths in our library book selections and the implementation of our new reading series last year.

### 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:

Teachers do a pre and post assessment in areas that they want to gauge student successes. Expectations are then implemented based on results and goals set for students. Review of instructional materials and programs is reviewed annually and more technology is added as the budget allows. Classroom schedules have been revamped to provide teachers a larger, uninterrupted, class time in order to focus on reading and language arts.

This assessment requirement is still required at the building level.

Weaknesses:

Not enough support staff or teachers willing to tutor after school in areas of higher needs.

The building is still experiencing the need for more after school tutors in all areas. This is still a concern. With the implementation of the Career Ladder program, many teachers opted to provide other after school activities for students. This has also caused a greater need for after school tutors for one on one tutoring.

Indicate needs related to strengths and weaknesses:

Curriculum alignment to new or changed learning standards needs to be vertically aligned in all grade levels. Instruction needs to change to meet the newly implemented learning objectives.

The district is focusing on the improvement of math and communication arts. Our reading program will continue to be reviewed and revised as the teachers become better acquainted with the series for the upcoming school year. We expect all students reading abilities to improve and to help students gain a better view of how phonics, spelling and reading all tie in together.

### 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:

Staff certifications are reviewed annually and staff is made aware of certification. Currently in the elementary all staff members that are full time, are appropriately certified in their area of teaching. Full time/core content teachers are all appropriately certified.

Weaknesses:

7/28/2023. Based on the results of the district's needs assessment, staff indicates that areas of weakness that need improvement include curriculum development and vertical alignment within our district. Staff also indicated that they would benefit in more professional development to assist our ELL students in their education while learning English. The staff also indicated that their development and implementation of mental health strategies to assist struggling students is an area we are weak in and could use more training with.

Indicate needs related to strengths and weaknesses:

7/28/2023. Based on the areas of weakness our professional development committee will need to focus on providing staff with training/strategy implementation in the areas of curriculum alignment, ELL training, mental health resources and strategies for them to implement with the students and curriculum development to improve their own content area.

## 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:

Advisory committees meet yearly to discuss the programs involving family and their involvement. This includes the area of health services. Advisory committees involve parents, faculty and community members. Parent feedback was relatively positive considering the strict guidelines the district had enforced previously with visitors in the building due to COVID guidelines. With the restrictions lifted, parental involvement has improved somewhat.

Weaknesses:

Lack of a variety of parents and community members that are willing to be a part of the advisory committees. The need is still there for more parents and community members to want to be actively involved.

Indicate needs related to strengths and weaknesses:

The district needs to formulate a better plan to involve family members and community members in the activities provided by the school district. Letters sent to parents, posting on the school website and text reminders are also in place to encourage parents to attend events. In previous years, all parents were encouraged to attend the bi-monthly student/parent activities held in the elementary. The return to in-person activities has helped greatly with parent engagement and participation and with a larger group of younger parents, participation is also better.

## 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:

The student discipline policy is consistent in both buildings and the average class size is below the recommended guidelines from the state. The school's mission and vision remain the same. This was reviewed this year with the CSIP committee. District management and governance has continued to improve as the district looks for more up to date formats to keep the community and school involved and updated on all aspects of the district.

Weaknesses:

The school mission statement or vision statement will be updated to reflect the changing times and the findings of the CSIP committee.

Indicate needs related to strengths and weaknesses:

The CSIP committee needs to continue updating their findings this school year and begin implementation of goals for the school year.

### 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

- 1.4/13/2023 Updated: 7/28/2023. The most important need is to continue with the supplemental teacher and para in the Title 1 classroom. This teacher provides students with instruction in ELA and math with a push-in and pull-out program. This position is vital to work with all students to provide supplemental support to the regular classroom teachers in order to achieve the desired student success in ELA and math.
- 1 2. Implement the new assessment program for grades K-3 and collect data on student progress and continued areas of concern in ELA and math to better prepare students for state testing.
3. Work on continue implementation of the new literacy/reading series for grades K-3. Provide staff with any of the necessary training to make certain there is successful implementation.
- 2 4. Classroom rigor and vertical alignment will also be a priority.

Schoolwide Program [Hide](#)

### 4020 PRINCETON R-V ELEM.

#### 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)

### 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

**STRATEGIES TO ADDRESS SCHOOL NEEDS** Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

**Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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 checked="" type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" 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

Students will be placed in intervention groups based on their level of achievement and areas of need with emphasis in math and reading.

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

Description of how strategy/strategies will strengthen

Tutoring will focus on enriching the academic program used in each classroom and will provide one on one time to individualize instruction or reinforce previously learned material.

Increase the amount of learning time

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

Before and after school tutoring will be available.

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

Those students with higher needs will be given more tutoring time throughout the week and will be offered individual time.

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

In-service will provide information on areas of need based on state test results. This will also allow for staff to work on vertical alignment of the Missouri Learning Standards. PD topics are driven by the needs assessment results of staff members.

In-service topics will relate to the identified areas of students' weakness based on the state testing results from the 22/23 school year and also from the Needs Assessment Staff Survey results. The PD committee will coordinate the planning of these in-services.

**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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**District/LEA Comments**

**DESE Comments**

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**Email:** [william.bechter@deese.mo.gov](mailto:william.bechter@deese.mo.gov)

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