



**District/LEA:** 054-041 ODESSA R-VII **Year:** 2019-2020

**Funding Application:** Plan - School Level - 4060 ODESSA UPPER ELEMENTARY **Version:** Initial **Status:** Submitted

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

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

## 4060 ODESSA UPPER 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.

A comprehensive annual meeting is held with key stakeholders: parents, administrators, Title 1 teachers. Review and revisions are made to the following Title 1 plan components: LEA Parent Engagement Board Policy, School-Parent Compact/Agreement, School Parent Engagement Policy, Title 1 School-wide plan, and student achievement data.

- 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.

A comprehensive annual meeting is held with key stakeholders: parents, administrators, Title 1 teachers. Review and revisions are made to the following Title 1 plan components: LEA Parent Engagement Board Policy, School-Parent Compact, School Parent Engagement Policy, Title 1 School-wide plan, and student achievement data.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

An annual meeting is held with key stakeholders: parents, administrators, title 1 teachers. The policy is reviewed and revised. It is shared on the district website and in school newsletters.

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.

An annual Title I.A. meeting is held during Open House to provide parents information about Title I.A program including: What is Title 1, Who is eligible to participate in the Title 1 program, Parent Involvement/Shared Responsibilities, Parents Right to Know, What you can do to help, and How Title I funds are used. Sign in sheets are provided and minutes are taken.

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.

A comprehensive annual meeting is held with key stakeholders: parents, administrators, Title 1 teachers. Review and revisions are made to the following Title 1 plan components: LEA Parent Engagement Board Policy, School-Parent Compact, School Parent Engagement Policy, Title 1 School-wide plan, and student achievement data. Curriculum and achievement levels of the MAP assessment are available to parents on the school website along with a general curriculum map per grade level. Quarterly, student progress reports are sent to parents: Strengths/Weaknesses, What parents can do, reading level compared to grade level peers.

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 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)*

Make sure they are in school every day possible.  
Check that homework is completed.  
Monitor the amount of screen time watched.  
Volunteer in my child's classroom/school when or if possible.  
Be aware of my child's extracurricular time and activities.  
Stay informed about my child's education by reading all communications from the school and responding appropriately.

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

OUE and its staff will:

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 -

Retain highly qualified principals and teachers,

Provide instruction, materials, and high quality professional development which incorporates the latest research, and maintain a safe and positive school climate.

Hold annual parent-teacher conferences to -

Discuss the child's progress,

Discuss this compact as it relates to the child's achievement, and

Examine the child's achievement at the end of each quarter of attendance.

Provide parents with frequent reports on their child's progress as follows -

Quarterly academic information and suggestions on how parents/guardians can provide support. Progress reports are sent home by the school and Title I teachers.

Be accessible to parents through -

Phone calls, person-to-person meetings, or email.

Scheduled consultation before, during, or after school, and

Scheduled school observations.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows -

Listen to children read,

Help with classroom decorations, art projects, etc.,

Present a program on your culture, a different country, etc., and

Assist with holiday programs or parties, educational trips, etc.

- 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

- 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.

Home-school grade level newsletters are provided which include information on the Missouri Learning Standards, the Missouri Assessment Program, local assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Classroom newsletters are shared which include information on the Missouri Learning Standards being taught, ways to monitor their child's progress, upcoming classroom events, and ways to help improve the achievement of their children.

- 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.

Educators, specialized instructional support personnel, and other staff are provided information during faculty meetings about ways to reach out to parents, communicate with them, and work with parents as equal partners. Principal works individually providing support and guidance on parent involvement and communication. Parent programs are coordinated with the school's Parent Teacher Organization.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the 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.

Faculty meetings involve how professional development in how to reach out and communicate with parents. Home phone calls and contact via email and text messages are expected, logged, and monitored.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the :

- 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 grade level provides a curriculum night where the school partners with parents in specific content areas. An annual Breakfast and Books event is held to include parents in reading curriculum. Spring parent/teacher conferences will be student-led. During conference night, specials teachers will have interactive parent/student activities that support curriculum: PE will have a fitness corner, Music will have an instrumental corner, Title I will have read alouds and information on assessment, Art will have interactive projects, and Library will provide a Book Fair.

- 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, 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)*

Comprehensive Needs Assessment [Hide](#)

## 4060 ODESSA UPPER ELEMENTARY

### 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

### 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:

Attendance rate has increased from 94.26% to 95.48%  
 Attendance rate of free and reduced lunch students has increased from 93.45% to 94.54%  
 IEP attendance rate has increased form 84.6% to 93.34%  
 ELL attendance rate is 96.81%  
 Students to classroom teacher ratio - 22

Weaknesses:

ELA MAP proficient and advanced decreased from 62.4% (2017) to 48% (2018)  
 District-wide ELA subgroup proficient and advanced decreased from 61.6% (2017) to 50.3% (2018)  
 Special Education - 11.3%  
 Free and Reduced - 51%

Indicate needs related to strengths and weaknesses:

Suspension rate

### 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:

Reading Inventory  
Fountas and Pinnell Reading Benchmark  
Dyslexia screening data

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

Strengths:

Reading Inventory (local)  
Cohort: Increase 4th graders (Dec. 2017) Adv/Prof 51% to 5th grade (Dec. 2018) 77%  
Dyslexia Screening Scores  
Improved Scores from Sept. 2018 to Dec. 2018 - 81% improved  
English Learner Proficiency Status 2018  
100% proficient 2018

Weaknesses:

ELA MAP Prof/Adv Percentages -  
Building-wide ELA: Decreased from 62.% (2017) to 48.4% (2018)  
District-wide ELA subgroup achievement (2016) 61% (2017) 61.6 (2018) 50.3%  
3rd grade - 51.3% down 10.4%  
4th grade - 45.5% down 22.8%  
5th grade - 48.4% down 7.8%  
3rd to 4th cohort- down 15.9%  
4th to 5th cohort - down 19.9%  
All ELA cohorts (grades 3-5) decreased  
IEP prof/adv - 14% (2018) compared to 48.4% total school population  
Gap - 34.4  
Free and Reduced Lunch prof/adv - 37% (2018) compared to 48.4% total school population  
Gap - 11.4  
Fountas and Pinnell Benchmark reading assessment:  
Cohort: 2nd Graders (Spring 2018) Adv/Prof 82.9% (Winter of 2018) 74.8%  
Adv/Prof  
Cohort: 3rd Graders (Spring 2018) Adv/Prof 82% to 4th grade (Dec. 2018) 72%

Math MAP 2018 Adv/Prof  
3rd grade - 50% down 4.4%  
4th grade - 39.5% down 21.3%  
5th grade - 37.4% down 4%  
3rd to 4th cohort - down 14.9%  
4th to 5th cohort - down 23.4%  
IEP prof/adv - 10% (2018) compared to 42.3% school population  
Gap 32.3%  
Free and Reduced Lunch prof/adv - 31.3% compared to 42.3% school population  
Gap 11%

Indicate needs related to strengths and weaknesses:

Strength: Dyslexia score increases  
Weakness: ELA reading proficiencies, math proficiency, IEP proficiency in both ELA and Math

### 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:

Teacher produced curriculum based on Missouri Learning Standards common to all teachers in a grade level  
Written curriculum is the taught curriculum  
Analysis of data from common assessments drives curricular modifications  
Two Title 1 reading teachers provide interventions across the grade levels  
Ongoing purchase of new materials based on learner needs  
Reading and writing common assessments based upon Fountas & Pinnell Benchmark Assessment System and Being a Writer  
Instructional Technology: Chromebooks are available for each grade level to utilize one class set as a portable lab

Weaknesses:

**Instructional Technology:**

Not enough technology hardware to systematically embed instructional technology into the curriculum across an entire grade level

While instructional technology such as word processors, research engines, Powerpoint presentations are common across grade levels, technology is not used innovatively and creatively

Lack of an instructional technology coach

**Intervention Team:**

Streamlined and systematic procedure.

When teachers should refer.

What common data should be used and reviewed.

Resource for math that can be used as common assessment for benchmarking

**Math Textbook and Resources:**

Need to revise math curriculum with updated texts aligned to new standards

Indicate needs related to strengths and weaknesses:

More systematic data collection including ELA and math and emotional needs/attendance, etc.

Math resources and professional development updated to align to new standards

**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:

Odessa Upper Elementary employs teachers that hold a certification in the area in which they will be serving students. There is a highly competitive salary schedule and full benefits are currently extended to all full time employees.

Average years of experience: 15.1  
Staff with advanced degrees: 55.6%

Weaknesses:

There are no Title math teachers  
Three special educators are shared across three grade levels making co-teaching logistics difficult  
No instructional coach  
No Emotional Disturbance special educator  
Special education teacher training in content areas

Indicate needs related to strengths and weaknesses:

Need for Title 1 math teacher

### 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:

Parents at Odessa Upper Elementary will be offered multiple opportunities to be involved in the life of the school. Parent Teacher Organization (PTO) Nights will be sponsored by the school and the PTO of Odessa Upper Elementary. These nights will be centered around students, curriculum, and developing a partnership with families. Parents will be encouraged to attend many other events in the life of the school- including breakfasts, carnivals, book fairs, field trips, Title I.A. workshops. Parental feedback on Title I, school, and parent policies will be solicited for evaluation purposes. Additionally, parents will be encouraged to be service volunteers.

Weaknesses:

While there are high turnouts for breakfasts, field trips, carnivals, grade level curriculum nights, parent/teacher conferences and book fairs, there is generally markedly low turnout for Title I and curriculum workshops.

Indicate needs related to strengths and weaknesses:

Turnout rate for Title 1 and curriculum workshops.

### 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:

Class Size: Due to Title II.A Class Size Reduction limits of 22 students per class, third grade remains 22 or lower. Reduced 5th grade class size  
 Management and Governance: school counselor, school outreach worker shared with other elementary  
 School Climate: a variety of positive student rewards, secure building, clean and attractive building

Weaknesses:

Management and Governance: No assistant principal  
 Intervention Process

Indicate needs related to strengths and weaknesses:

Continued class size reduction in 5th and 3rd grade

## 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. Lower class size of both third and fifth grade by using Title funds to pay for two teacher's salaries.
2. Build the capacity of teachers to more deeply analyze individual, classroom, grade level, and building-wide data. Provide teachers time to collaboratively analyze the data and determine appropriate interventions to address performance gaps focusing specifically on special education students and Title reading students.

Schoolwide Program [Hide](#)

## 4060 ODESSA UPPER ELEMENTARY

### 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	
Parent	Jennifer Crawford	
Teacher	Glenda Weber	
Principal	Buffie McConville	
Teacher ▼	Diamond Miller	
Plan Development Meeting Dates		
Meeting Date	04/03/2019	

### 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	
Title I School Improvement (a) ▼	Abby Volmer	Federal Programs Director	
Title II.A ▼	Abby Volmer	Federal Programs Director	
Title IV.A ▼	Abby Volmer	Federal Programs Director	



**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)		
<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 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 checked="" 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"/> 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"/>	
<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 checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	

Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Class size reduction**

<input checked="" type="checkbox"/> Grade Levels	K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" 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"/> 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"/> 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

**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

Assessment and Screening: Determine levels of students through pre-assessments, Dyslexia screening, Fountas & Pinnel Benchmark Reading Inventory, HMH Reading Inventory, and teacher observation  
 Tier One: Quality core instruction that include differentiation, formative assessment, reteach, and extension along with tutoring  
 Tier Two: If student qualifies through Intervention Team, Title 1 services will be provided to supplement reading instruction along with tutoring. Frequent monitoring of progress to determine if interventions are helping  
 Tier Three: If student fails to progress, referral may be made to Sped

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

Description of how strategy/strategies will strengthen

Professional Development: Embedded literacy PD provided by Title 1 teachers to regular education staff. Data teams and data analysis to review student progress and curriculum match/alignment

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

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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

Pre-assessments, differentiated instruction, reciprocal teaching, Close reading, Comprehension strategies, Phonological Awareness instruction, Literature Circles, Readers' Theater for fluency

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

-Embedded professional development on literacy instruction  
-Embedded professional development with data teams and data analysis  
-Dyslexia professional development  
-Math professional development on new math resources  
-Technology professional development

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

Describe activities

-Competitive salary  
 -Mentors  
 -Teaming support  
 -Administrative support  
 -Embedded professional development  
 -Outside professional development

- 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.

**District/LEA Comments**

**DESE Comments**

**Email:** [cheryl.kosmatka@dese.mo.gov](mailto:cheryl.kosmatka@dese.mo.gov)

**Current User:** avolmer

"Missouri public schools: the best choice...the best results!"

Ver.