



District/LEA: 054-041 ODESSA R-VII Year: 2022-2023

Funding Application: Plan - School Level - 4060 ODESSA UPPER ELEMENTARY Version: Revision 1 Status: Submitted

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

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

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.

An open comprehensive annual meeting is held with key stakeholders: parents, administrators, and Title 1 teachers. Parents are invited to attend by note and follow-up emails are sent to families. The policy is reviewed and parental input is solicited. Food and childcare will be provided if the annual meeting is face to face. Notes are taken and revisions are made to the parent and family engagement policy. If Covid restrictions still apply in 2021-2022, the meeting will be held via Zoom.

- 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.

An open comprehensive annual meeting is held with key stakeholders: parents, administrators, and Title 1 teachers. Parents are invited to attend by note and follow-up emails are sent to families. The policy is reviewed and parental input is solicited. Food and childcare will be provided if the annual meeting is face to face. Notes are taken and revisions are made to the parent and family engagement policy. If Covid restrictions still apply in 2021-2022, the meeting will be held via Zoom.

- 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 open comprehensive annual meeting is held with key stakeholders: parents, administrators, and Title 1 teachers. Parents are invited to attend by note and follow-up emails are sent to families. The policy is reviewed and parental input is solicited. Food and childcare will be provided if the annual meeting is face to face. Notes are taken and revisions are made to the parent and family engagement policy. If Covid restrictions still apply in 2021-2022, the meeting will be held via Zoom.

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 the Title I.A. program including the following: What is Title I? Who is eligible to participate in the Title I program? Parent Involvement and Shared responsibilities, Parents Right to Know, What you can do to help, and How Title I funds are used. Regular updates on reading progress for reading intervention students are shared with parents. Fall and spring contact conferences are held yearly. Title I.A information is shared on the district and school website. Title I.A. newsletters will include information about the Title I.A. program and ways parents can support students. Each classroom newsletter will include Title I.A information as well.

- 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.

Curriculum and achievement levels of the MAP assessment are available to parents on the school website along with grade level curriculum maps and APR results. Parents are informed of local assessments and results through conferences, progress reports, and phone contacts when applicable. These include benchmark reading assessments, Concepts About Print, Dyslexia screening, writing prompt assessments, classroom assessments, and content assessments. Dyslexia screening plan goes home for those who qualify. Some classroom teachers provide updated curricular information on private classroom Facebook pages for additional parent contact.

- 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)*

Make sure they are in school every day possible.
Check that homework is completed.
Monitor the amount of student screen time.
Volunteer time or resources, as able, in child's classroom/school.
Be aware of child's extracurricular time and activities.
Stay informed about 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)(1)*

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, email, or Zoom.
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 (Contingent upon COVID guidelines)-
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 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.

Describe plans to provide assistance.

Classroom newsletters are shared which include information on the Missouri Learning Standards being taught, ways to monitor their child's progress, and ways to help improve the achievement of their children. Title I.A. teachers send quarterly newsletters. All newsletters are also available online on the district/school website.

- 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.

Title I.A newsletters include strategies for improving children's achievement. Students are given books for their home libraries to improve reading achievement. Information and strategies for improving student achievement are discussed at parent-teacher conferences. Links to websites for academic games and activities are included on the school's website. Educators, specialized instructional support personnel, principals, and other staff are provided information during a faculty meeting about ways to reach out to parents, communicate with, and work with parents as equal partners. Parent programs are coordinated with the school's Parent Teacher Organization (PTO). Title I.A will provide a fall and spring professional development workshop for local daycare workers and early childhood educators around early literacy.

- 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.

Faculty meetings will have a designated time for providing teachers with information on working with 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.

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, 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

3/17/2022

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 is 93% schoolwide 445 students enrolled in grades 3-5 .

Weaknesses:

We do not feel there is a weakness in demographics. We have had an increase in OSS from 11 incidences for the 20-21 school year to 45 incidences for the 21-22 school year. We do not feel ethnicity, socioeconomic status, or LEP are weaknesses, but rather, a snapshot of who we are.

Indicate needs related to strengths and weaknesses:

Another special education teacher was added in the middle of the school year to address increased need of students with special needs and behavior.

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:

Third Grade Dyslexia scores indicated that 52% of students screened at the beginning of the year that were considered at-risk by their classroom teacher. This score is up from 26% for the 21-22 school year. Third grade Title students went from 24% advanced and proficient at the beginning of the year to 52% advanced and proficient the middle of the year. Fourth grade title students went from 66% basic/ below basic at the end of september to 55% basic/below basic in February. Freckle scores for fifth grade increased from 37% for the 20-21 school year to 42% for the 21-22 school year. Terra Nova Scores for third graders indicated that 72% of students scored in the 25 percentile or higher in the area of Math.

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

Strengths:

Third Grade Dyslexia scores indicated that 52% of students screened at the beginning of the year that were considered at-risk by their classroom teacher. This score is up from 26% for the 21-22 school year. Third grade Title students went from 24% advanced and proficient at the beginning of the year to 52% advanced and proficient the middle of the year. Fourth grade title students went from 66% basic/ below basic at the end of september to 55% basic/below basic in February. Freckle scores for fifth grade increased from 37% for the 20-21 school year to 42% for the 21-22 school year. Terra Nova Scores for third graders indicated that 72% of students scored in the 25 percentile or higher in the area of Math.

Weaknesses:

Fourth Grade Freckle scores decreased by 23% from the 20-21 school year to the 21-22 school year.
 Computer based independent Freckle scores continue to be lower than Fountas and Pinnell one on one assessments.
 MAP data indicates that Math scores for fourth and fifth grade are lower than ELA scores.

Indicate needs related to strengths and weaknesses:

We have a need for consistent uniform reading assessment throughout the building. We need to continue to work toward higher DOK level comprehension.

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, Being a writer and Freckle Reading Instructional Technology: Chromebooks are available for each student to utilize. Chromebooks are also available for students if the need for virtual learning becomes necessary. A building Intervention team provides strategies for students not performing at the grade level standards. The district is adding a Math Interventionist to address students not meeting expectations.

Weaknesses:

Lack of an consistent streamline reading program and assessment. While the curriculum in each grade level accurately addresses the MLS, there is a variance in instructional methods and materials between grade levels.

Indicate needs related to strengths and weaknesses:

More systematic data collection for math. A need for a consistent literacy program.

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.

Weaknesses:

No instructional/literacy coach. Consistency needs to occur in literacy instruction across the three grade levels. Special education teacher training in content areas.

Indicate needs related to strengths and weaknesses:

Needs for common reading program across grade levels. Monthly half days will be used for data analysis and curriculum adjustments

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. While parent involvement as mentioned above will always occur, the format or context will be dependent upon Covid guidelines.

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 meetings will be addressed through online Zoom and access to information will be available online.

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:

School mission and vision should be revisited.

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	Create or adopt a consistent 3-5 reading instruction and curriculum that builds upon each grade level but shares structure.
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.
3	Needs for common reading program across grade levels. Monthly half days will be used for data analysis and curriculum adjustments

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	Renee Winfrey	
2	Teacher	Glenda Weber	

3	Principal	Chris Doering
4	Teacher	Diamond Miller
Plan Development Meeting Dates		
1	Meeting Date	04/08/2022

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title I School Improvement (a)	Dave MacLean	Director of Teaching & Learn
2	Title II.A	Dave MacLean	Director of Teaching & Learn
3	Title IV.A	Dave MacLean	Director of Teaching & Learn

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 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"/>
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 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"/>
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 checked="" 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 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 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

Assessment and Screening: Determine levels of students through pre-assessments, Dyslexia screening, Fountas & Pinnel Benchmark Reading Inventory, teacher observation, computer-based program

Tier One: Quality core instruction that includes differentiation, formative assessment, reteach, and extension along with tutoring

Tier Two: If a 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 a student fails to progress, a referral may be made to Sped/504

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. Regularly scheduled 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

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: joann.mcgowan@dese.mo.gov

Current User: dmaclean

Improving Lives through Education

Ver.