

District/LEA: 048-069 GRAIN VALLEY R-V Year: 2023-2024

Funding Application: Plan - School Level - 4040 MATTHEWS ELEM. Version: Initial Status: Created

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](#)

4040 MATTHEWS 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 Grain Valley School District collaborates with parents and families to obtain agreement with the parent and family engagement policy. The policy outlining the requirements of the parent and family engagement policy is posted as part of school board policy on the district website. Parents and family members at each of the Title I, Part A schools has the opportunity to participate as volunteer committee members involved with building planning teams responsible for planning parent and family engagement events in conjunction with the goals of the Title I, Part A program. Parents and family members also have multiple opportunities to provide feedback and agreement with the parent and family engagement policy through paper and/or online surveys. The School-Parent Compact agreement between families and the Title I school acknowledge the parent and family engagement policy as well.

- 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.

Matthews Elementary worked as a team of parents and staff members to agree upon goals and initiatives for student success. This team included a representation of parents, teachers, and administrators. Planning meetings centered around student needs, areas of growth and student successes. These meetings are held after school hours throughout the school year to help create our school-wide building plan. The monthly PTA meetings have a standing agenda item for the Title I, Part A programs as well. Parents also have the opportunity to give input and review the plans through online surveys and parent teacher conferences.

- 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.

Matthews Elementary's parents and family engagement is included in the Parent/Student Compact and aligns with the district parent and family engagement policy. Information from Title I Part A is shared during building-wide parent events. Parents are provided opportunities each month to be invested in their child's learning. Parents are also provided the opportunity to provide input when taking the family survey. Survey results are shared with parents to provide them an opportunity for input on goals and initiatives.

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.

Matthews Elementary shares information regarding Title programs at all school and family events. The Title team collaborated with Sni-A-Bar Elementary to create a pamphlet to be shared at school events and sent home with students. Program information will also be posted to the building website and shared through social media. All teachers will share information regarding the school's title I Part A program through out the year including parent teacher conferences.

- 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.

Matthews Elementary promotes the district's curriculum and academic assessment information including MAP achievement levels in a variety of ways. Each year, the school shares curriculum with specific information for parents and families to share information regarding curriculum and assessments. The school brochure includes relevant information to be shared at all relevant parent events. Parent teacher conferences is the the primary opportunity for parents to participate in decision making related to the education of their children. However, school staff collaborates and communicates with parents and families thorough the school year. In addition, the school shares information regarding the MTSS intervention process with families through a brochure and at family events.

- 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)*

As part of the Matthews Title I Part A school parent compact, parents are asked to agree to support (by signature) the following to the best of their ability: 1. Go over child's assignments and/or completed school work daily, 2. Provide a quiet place and time for reading and studying each night, 3. Establish a routine that allows my child to get enough sleep and ensures that he/she is at school on time, 4. Participate in school activities for parents, including open houses, reading nights, and parent conferences, and 5. Be an active participant in reading with my child daily.

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

As part of the Matthews Title I Part A school/parent compact, the school (all staff members) agree by signature to do the following: 1. Set and communicate reading goals, 2. Prepare and implement lessons, that meet the student's needs, 3. Provide support and information to assist in reading at home, 4. Use the building's vision statement to guide decision making, 5. Regularly communicate student's progress with parents and classroom teacher.

- 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.

Matthews Elementary provides assistance to parents in a variety of ways to communicate important information regarding the Missouri Learning Standards, MAP, local assessments, monitoring a child's progress and how to work best with educators. The primary forms of assistance are; Parent Teacher Conferences in the fall and a school brochure with relevant information to be shared at school events and sent home with students. Other ways Matthews assists parents includes sending progress notes with an invitation to meet for all students receiving Tier 2 or Tier 3 math or reading MTSS Interventions.

- 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.

Matthews will host parent events partnering with families and will include all of the relevant Title I Part A information for parents. These events cover all of the elements of Title I Part A, but also includes the first of many parent information tidbits on how to help children succeed in schools. Parents are also provided information on helping their children be successful at parent teacher conferences and through classroom and school newsletters, website, and social media. Our incoming Kindergarten Families will be provided weekly lessons over the summer to prepare students for success as they begin school. Virtual videos and virtual meetings may occur as necessary to support families.

- 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.

As part of the competency-based education goal for the district, Matthews Elementary will provide professional development on parent involvement and communication through the interpretation of the grade book marks, standards based report card, and the MTSS process. Administrators also provide frequent "tips or tidbits" on parent involvement and communication through building teacher newsletters. At Matthews the administration has set an expectation for teachers to attend school social events hosted by the school or PTA. There is a strong belief in engaging with parents in settings outside of the classroom to build strong relationships and culture with parents and families. Matthews will also continue the work to develop staff to become a trauma informed school.

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.

Matthews Elementary has a thriving PTA organization that helps support relationships between the school and families. Additionally, the district has a Bright Futures organization that assists all students and families by sharing "time, talent, and treasures" with various groups in the school.

- 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

4/19/2022

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:

Matthews Elementary identified the following strengths based on the analysis and data from the needs assessment:

Student attendance is above 90% for the 21-22 school year even with the AMI-X attendance coding including quarantines for covid-19.

Students had above average growth in math and reading from the fall to the spring on the Fastbridge universal screener assessment.

The PBS School Climate Survey distributed to families indicated an increase in parent involvement from the 20-21 school year.

The GV district communications satisfaction survey revealed 89% of respondents felt our building newsletters to families were very good/good.

The GV district communications satisfaction survey revealed 88% of respondents felt communication from their child's teacher was very good/good.

Student discipline data shows that Matthews Elementary tier 1 (0-1 office referral) is above the national average and Tier 2 (2-5 office referrals) discipline is lower than the national average.

Weaknesses:

Matthews Elementary identified the following weaknesses based on the analysis and data from our needs assessment:

Review of Fastbridge and reading MTSS data indicates 37% of first graders require a tier 2 or 3 intervention in reading, 29% of second graders require a tier 2 or 3 intervention, and 32% of fourth graders required a tier 2 or 3 intervention in reading.

SWIS (PBIS) behavior data suggests the percentage of students in tier three for office referrals is higher than the national average, with these students accounting for the majority of all office referrals.

Indicate needs related to strengths and weaknesses:

Continued support for core instruction improvement in reading with the addition of professional development on the science of reading through monthly collaboration meetings with our instructional coach and administration.

Students, families and staff need to be developed on how to support students with trauma and foundational social skills.

Students, families and staff need to be developed on how to support positive behaviors and interactions to promote a positive learning environment.

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:

FastBridge universal screening in reading and math and iReady diagnostic in math.

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

Strengths:

Student data is mostly consistent from year to year as we look at the same cohorts through time. (FastBridge for 3 school years, iReady 2 years in math only). First and second grade students are showing a greater need for reading intervention during the 21-22 school year, and this appears to be in line with national trends following the pandemic and school-wide shutdown of 2020.

Students perform overall at or above state averages consistently from year to year on state level assessments.

Students at Matthews perform at similar levels or outperform other non-Title schools in the district.

Weaknesses:

Our state scores in reading and math are not increasing at the rate that we would like.

We still have a high percentage of students that qualify for tier 2 and tier 3 reading support.

We have a high percentage of students requiring intensive behavioral supports.

Indicate needs related to strengths and weaknesses:

Continue focus on professional development in support of the highest quality core instruction. Expand professional development and implementation of multi-tiered systems of support to balance reading skill deficiencies with grade-level curriculum, and add professional development on the science of reading and best practices to support all students at the core level. Review common formative assessments for math and reading in grade level teams to measure progress, better predict MAP outcomes, and improve student achievement overall.

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:

Having a reading teacher and instructional coach is helpful in providing consistency in implementing core curriculum and multi-tiered systems of support to address the academic needs of students. The reading curriculum reflects a balanced approach to teaching reading and pushes students to a deeper level of thinking through the workshop model. Based on science of reading research, additional instruction time has been devoted to phonics and a systematic phonemic awareness curriculum was added. Number Talks and our Math Professional Development has made an impact on teacher efficacy and student success with language and critical thinking.

Weaknesses:

Number of students in Tier 2 and 3 groups is too high.
Lack of systematic process for Math interventions through MTSS.
Many of our students requiring Tier 2 or 3 reading support are showing deficiencies in essential phonemic awareness and phonics skills.

Indicate needs related to strengths and weaknesses:

More prescriptive approach (science of reading) to provide teachers with the skillset to support core instruction in reading.
Improve on math intervention and support with a more prescriptive and systematic approach to intervention.
Reduce the number of students in tier 2 and 3 intervention by strengthening core instruction and being more intentional about students working their way out of intervention.
The emphasis of a multi tiered system of support can increase student work and development of state standards and produce successful assessments that will help identify areas of strengths and improvements.

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:

Matthews Elementary has a high percentage of staff with advanced degrees.
Matthews Elementary has many grade levels represented on district curriculum teams.
Matthews Elementary has a high percentage of staff that participate in district led professional development opportunities that are outside of the school and district.

Weaknesses:

Need for improvement in core curriculum/instruction and student engagement.

Indicate needs related to strengths and weaknesses:

Ongoing and high-quality professional development for teachers in core instruction and MTSS.
Ongoing support and professional development for staff in the science of reading and how to support students with dyslexia and all reading deficiencies.
Ongoing support and professional development for staff on positive behavior interventions and supports.

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:

Our families are willing to attend functions at the school.
Families believe they have a voice/input in the education of their children.

Weaknesses:

Some of our families needing additional supports and may lack the knowledge and ability to support the success of their student(s) both behaviorally and academically.
Families report a desire to have more events or opportunities to be in the school as we move into the post- pandemic phase.

Indicate needs related to strengths and weaknesses:

We will continue to find ways to increase parent confidence and ability to help their child be successful by focusing on ways to improve true family engagement.

We will look for ways to safely have family involvement in our schools throughout the school year.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Our school mission and vision was created with student, parent and staff input. Students, families and staff have a positive outlook on student safety and learning.

Class sizes are at or below state standard thresholds.

Students, parents and staff are provided monthly opportunities to learn about building relationships, student discipline and behavior expectations.

The percentage of office referrals for tier 1 and tier 2 students is below the national average.

Weaknesses:

Over 4% of students fall into tier 3 behavior with office referrals, which is higher than the national average.

Indicate needs related to strengths and weaknesses:

Students, families and staff will be developed on behavior supports and student trauma.

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 Staff resources to support schoolwide Title I, Part A program including Tier 1 (core instruction), 2, and 3 supports in the Multi Tiered Systems of Support. This will include; expanded use of existing instructional coach, and existing reading specialist.
- 2 Staff and students will continue developing their understanding of Multi Tiered Systems of Support including Tier 3 academic intervention and problem solving team approach.
- 3 Staff and administration will develop their understanding of the science of reading and how this knowledge should inform core instruction daily.

4	Identifying and supporting behavior management and student trauma. Staff will increase their ability through professional development and weekly collaborations to support our highest priority students.
5	Staff will develop their understanding of Math MLS and develop their understanding of utilizing new curriculum and resources to support student math success (year 2).

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	<input type="text"/>	
2	Teacher	<input type="text"/>	
3	Principal	<input type="text"/>	
Plan Development Meeting Dates			
1	Meeting Date	mm/dd/yyyy	
		<input type="text"/>	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Select... <input type="text"/>	<input type="text"/>	<input type="text"/>

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
2	<input checked="" type="checkbox"/> Reading	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 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
3	<input type="checkbox"/> English Language Arts	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
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
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

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"/>	
1 Other	<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

Instructional Coach- supports all teacher and students through modeling teaching, providing professional development, planning lessons, observing and giving feedback.
 Reading Specialist/Teacher- supports all students (school-wide) through a combination of pull-out or push-in services.

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

Description of how strategy/strategies will strengthen

Reading instruction and strategies that will strengthen the academic program include, but are not limited to; multi-sensory reading instruction, running records, systematic phonics instruction, Heggerty/Kilpatrick phonemic awareness, reader's workshop. As part of the MTSS, all teachers in the school-wide plan will utilize a menu of evidence-based intervention strategies matched to individual student deficits. All Title I, Part A funded staff members support or are directly involved with one or more of these strategies.

- 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

Reading instruction and strategies that will strengthen the academic program include, but are not limited to; multi-sensory reading instruction, running records, systematic phonics instruction, Heggerty/Kilpatrick phonemic awareness, reader's workshop. As part of the MTSS, all teachers in the school-wide plan will utilize a menu of evidence-based intervention strategies matched to individual student deficits. All Title I, Part A funded staff members support or are directly involved with one or more of these strategies.

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

The instructional coach provides support for teachers weekly through professional development in evidence-based interventions for reading improvement, core academic curriculum, evidence-based instructional strategies, data analysis and progress monitoring.

- 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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