



District/LEA: 010-093 COLUMBIA 93 Year: 2022-2023

Funding Application: Plan - School Level - 4070 ELIOT BATTLE ELEMENTARY to LEA Version: Initial Status: Returned

Number Name Select District

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 Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4070 ELIOT BATTLE 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.

Eliot Battle holds two annual Title I meetings, with all stakeholders to collaborate around school engagement opportunities, events and the parent compact to build the building plan of services.

- 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.

Eliot Battle holds two annual Title I meetings, with all stakeholders to collaborate around school engagement opportunities, events and the parent compact to build the building plan of services.

- 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.

Eliot Battle holds two annual Title I meetings, with all stakeholders to collaborate around school engagement opportunities, events and the parent compact to build the building plan of services.

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.

Eliot Battle holds two annual Title I meetings, with all stakeholders to collaborate around school engagement opportunities, events and to build the building plan of services. Additionally, we hold parent meetings bi-monthly in conjunction with PTA to keep parents updated on school events, instruction and engagement opportunities.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Eliot Battle Elementary utilizes Get the Scoop, curriculum nights, Parent/Teacher conferences, and bi-monthly parent meetings to review curriculum, assessment data and student progress. Additionally, Eliot Battle Elementary posts a data scoreboard in the main hall of the building so that all stakeholders within the community know the level of achievement, attendance, behavior and student growth by month and grade level.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

1. Be sure your child attends school every day unless he/she is ill.
2. Keep teachers informed of your child's progress at home.
3. Visit your child's Title I class or Reading Recovery lesson.
4. Listen to your child read take-home books. Praise efforts.
5. Help your child with other take-home materials. Praise efforts.

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

1. Inform parent of child's progress.
2. Communicate with the child's classroom teacher.
3. Provide opportunities for parent visits to child's Title I class or Reading Recovery lesson.
4. Provide books for reading at home.
5. Provide other take-home materials to support the child's learning.

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.

Information regarding the above is provided at the beginning of the year Title I meetings. In addition, monthly communication will be sent to families to share data such as AIMSweb, ST Math, attendance. Bimonthly parent meetings provide a venue to discuss data and assessments as needed including MAP and AIMSweb. The end of trimester parent-teacher conferences also provide information regarding student growth/performance on these assessments.

- 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.

Information and materials are provided as needed to parents at bimonthly parent meetings. We have electronic learning materials available to ensure that the education of each child continues should their education be interrupted for any reason, including challenges of COVID-19. The end of trimester parent meetings, parent-involvement events and annual Title I meetings are utilized to share this information to support student achievement.

- 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.

Eliot Battle Elementary uses district personnel to receive annual equity and Restorative Practices trainings. Additionally, bimonthly parent meetings guide parent and family involvement opportunities within the school. Home visits are utilized to help bridge relationships from school to home, as needed.

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.

Bimonthly parent meetings are advertised to ensure all parents are presented with opportunities to provide feedback, receive information and learn more about programming. All Title I buildings work with the preschool program and ECSE program to transition families into kindergarten. Transition meetings with both families and staff take place in the spring each year. CPS also partners with Head Start with transition programs for students and families.

- 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](#)

## 4070 ELIOT BATTLE 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

5/4/2022

**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:

Highly diverse population-- many multi-lingual students and students from trauma backgrounds. Good sense of community and communication with families. Teachers supporting individual students academically and behaviorally. Boys and Girls Club has helped attendance rates for those enrolled.

Weaknesses:

High mobility rate, attendance challenges/concerns, limited English proficiency, high poverty rate, teacher retention, regression of students due to COVID-19, low parent involvement.

Indicate needs related to strengths and weaknesses:

Closing achievement gaps, need for increased EL support, mental-health, and tier I and intervention (academic/emotional) supports.

**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:

AIMSweb, PSI, PAST, common formative assessments with reading and math, standards-based artifact collection; next year our data collection will focus on iReady data

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

Strengths:

Most grade levels are showing growth on AIMSweb reading assessments. We are seeing progress with students in regards to behavioral concerns. All grade levels are showing progress in regards to AIMSweb math assessments

Weaknesses:

High mobility, summer and COVID-19 regression, and the effects of persistent poverty have a major impact on student achievement. Some grade levels are not improving in the area of reading.

Indicate needs related to strengths and weaknesses:

Increase mental health/basic needs support, increased academic support (coaching/materials/resources); educating parents and teachers on our new assessment platform of iReady,, Standards Referenced Grading, and other educational initiatives/resources. Focus on having strong tier I instruction and individual student focus during our PLC time to help individual students grow. We will continue to focus on implementing Zones of Regulation and Second Steps to help students with their behavioral and mental health needs.

### 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:

We are currently in transition to a Standards Referenced instruction/assessment/reporting model. In addition, we transitioned to using a new language arts program, Benchmark, and incorporating new Reading Assessments and Reading Interventions. We implement Everyday Math and Foundations with fidelity in all classroom setting. Our 3rd-5th grade classes implement interventions consistently to meet the needs of students

Weaknesses:

Adequate time to train and plan transitional programming components. We need to focus on solid tier I instruction in reading and writing.

Indicate needs related to strengths and weaknesses:

Focus on effectively using new assessments, instructional plan, materials, and resources. Educating families on SRG. Creating our own professional development library showing best instructional practices. Our instructional coach will be able to help support teachers in implementing strong tier I instruction.

### 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:

Most staff are highly qualified, all staff are in alignment with school mission. Our Battle Beginnings program supports all new teachers.

Weaknesses:

Staff turnover and inexperienced staff. Many new staff struggle with classroom management and strong tier I instruction. Lack of consistency among teacher mentors. We also have a shortage of substitute teachers.

Indicate needs related to strengths and weaknesses:

Quickly bring new staff up to speed on school plans, expectations, and programming. Continuing to recruit and hire highly qualified staff. Continue to build and develop our Battle Beginnings program and onboarding for all support staff. Specific guidance and coaching for so many new staff members is needed. We will be adding an administrative assistant and instructional coach to help focus on supporting and mentoring new teachers.

### Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

We have strong communication with families and our community. Our Battle Buddies program supports classrooms and specific students.

Weaknesses:

Number of families participating in school events. Lack of support from community groups within the school due to COVID-19 restrictions. Lack of early enrollment for kindergarten.

Indicate needs related to strengths and weaknesses:

Continue to work to increase family participation in school events/activities/parent-teacher conferences. We need to continue to build our PTA and Partners in Education to get more parents and community members involved. Finding ways to communicate about kindergarten enrollment with more families and our community.

### 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:

Staff continually work well together to increase student achievement, learning, and success. Our Leadership Team has a strong mission and vision for our school.

Weaknesses:

Need lots of support and funding to help students. School climate has been affected by COVID-19.

Indicate needs related to strengths and weaknesses:

Need to have additional supports in place to support behaviors and new teachers. Focus on culture and climate as a Leadership Team and building.

**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 EBE will increase our student attendance from 57% to 90% by May 2023 by creating a systematic way to track attendance and get kids to school as much as possible.
- 2 45% of our students will be proficient or advanced on MAP in reading and math.
- 3 90% or more of our students will have zero office referrals by May 2023.

Schoolwide Program [Hide](#)

**4070 ELIOT BATTLE 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)

**COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS**

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

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

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

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

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

Supplemental instruction

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

**Class size reduction**

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Teachers continue to receive professional development in setting learning targets, developing success criteria and utilizing state standards and proficiency scales for grading. The NEE is also currently being used to evaluate teachers and set improvement goals. This instrument has clear indicators that allow teachers to understand exactly how to improve instruction. Teachers also participated in professional development in: Sound Partners, Read Naturally, Everyday Math, and Foundations.

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

Description of how strategy/strategies will strengthen

Teachers continue to receive professional development in setting learning targets, developing success criteria and utilizing state standards and proficiency scales for grading. The NEE is also currently being used to evaluate teachers and set improvement goals. This instrument has clear indicators that allow teachers to understand exactly how to improve instruction. Teachers also participated in professional development in: Sound Partners, Read Naturally, Everyday Math, and Foundations.

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

We have a very high need for services in our families and often don't have the resources to meet basic physical and mental health needs. Many of our students have suffered trauma and this affects their ability to work and learn in the classroom. We connect families with services but often there are barriers such as transportation that keep families from appointments. There are also limited resources in our community for children with extreme mental health needs.

Activities will (mark all that apply)

**Improving students' skills outside the academic subject areas**

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

**Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

**Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

**Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services

- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

Instructional coach, instructional mentors and department Coordinators work with teachers on the standards referenced grading with prioritized standards for the students.

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

Describe activities

We will utilize our instructional coach to help support teachers on a more frequent basis.

- Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

Each spring there are numerous events where preschool parents are introduced to elementary school, both at the preschool site and at the elementary. Also, there are transition meetings with preschool and the home schools to make sure critical information about the student is passed on to the new school. Preschool teachers for the most at risk students

## SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.



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**District/LEA Comments**

**DESE Comments**

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