



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

Funding Application: Plan - School Level - 5035 NEW HAVEN ELEM. Version: Initial Status: Returned to LEA

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](#)

5035 NEW HAVEN 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.

Parents of New Haven Elementary are invited to a meeting at the beginning of each school year to discuss parent engagement activity ideas. Parents provide suggestions and offer feedback regarding things such as time and topic. Activities are then planned based on suggestions. During the last trimester of school, a parent meeting is held again to review the year's successes and brainstorm ways to improve. A parent survey is also sent out to all parents and this information is used for planning, 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.

Parents are invited to two meetings. One is at the beginning of the year and one is at the end of the year. Parents who also have students who receive title reading services through Reading Recovery have the opportunity to complete a parent survey to give feedback on their experience with the program. A school wide survey is developed by the title I team and sent to all families to get ideas on how to improve our programming. The survey results, combined with parent feedback aid in the planning, review, and improvement of our Title program.

- 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.

Parents are invited to a meeting at the beginning of the year to plan activities. Parents are also invited at the end of the year to review the year's events and discuss changes/ideas for the following year. Parents are encouraged to become involved in PSTO, which is a building-specific organization that asks parents about ways they would like to be involved in school processes which include but is not limited to, opportunities to be a room parent, help with fundraising, attend informative meetings on school topics, volunteer in the building, and organize appreciation days for staff. Through our survey parents can provide feedback on how they would like to be engaged and communicated with, any additional events they would be interested in having, and how we can better engage families.

The school provides parents of participating children:

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

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

Information about title programs is shared at the two annual meetings (beginning and end of the year). Information about Title I is also distributed at Open House each year the week before the start of school. Title information is also given out at Parent Teacher Conferences in November and February. At the first PSTO meeting we do a presentation for families to provide them with information about Title I and the programs it supports. Monthly PSTO meetings may also include information about school activities and events related to title programs or funding.

- 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.

Information about the curriculum is shared with parents at events such as Game Night and Literacy Night, which occur yearly. During this event parents have the opportunity to do activities with their children that directly relate to the curriculum. An example of this would be playing math games that are part of our Everyday Math program. Information related to curriculum, academic assessments, and MAP achievement is provided in the Monthly newsletter that goes home to families. Information about the curriculum, assessments, and MAP is also distributed at regular events such as parent teacher conferences (held twice a year), PSTO meetings, and activity events held by each 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 child attends school every day unless he/she is ill.
2. Keep teacher informed of child's progress at home.
3. Visit the child's Title I class or Reading Recovery lesson.
4. Listen to child read take-home books. Praise efforts.
5. Help 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)*

Promote regular, two-way, meaningful communications between home and school.
 Promote and support responsible parenting.
 Recognize the fact that parents/families play an integral role in assisting their children to learn.
 Promote a safe and open school atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
 Include parents as full partners in decisions affecting their children and families.
 Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

- 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.

New Haven provides opportunities for all parents to schedule meetings with teachers during trimester parent teacher conferences. During these conferences, teachers share information regarding MO Learning Standards and how students are performing on MAP as well as local assessments. Parent events are also held throughout the year to expose parents to district curriculum which is based upon the MO Learning Standards and to provide parents meaningful ways to support their children in achievement. Through the district website, parents have access to curriculum materials in the event of a school closure or extended absence, students can have access to learning. Post COVID, we have continued to provide flexibility in how parents interact with the school. There are virtual options for parent/teacher conferences, we had a virtual family event, and we provide virtual PSTO meetings.

- 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.

New Haven teachers provide reading, writing, and math materials for parents to use at home to help their students. During grade level events and parent teacher conferences, teachers supply and teach parents games and activities to help their students gain skills.

- 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.

Monthly staff meetings and scheduling professional development days will include opportunities to learn effective strategies in partnering with and supporting families in their child's educational experience. School personnel participate in equity training, restorative practice, and grade-level specific training in order to strengthen their knowledge/skills related to 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.

During parent events, families will be able to celebrate student work and strengthen ongoing relationships with the school. These events are tied to reading, math, and celebrating diversity. For our incoming kindergarteners, 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. For our 5th graders, middle school counselors come to visit our school and answer any questions the students have. Middle school's also provide a family night where our 5th graders can go look at the school and get to know the faculty.

- 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.

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

4/20/2022

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:

New Haven serves a diverse population with a free/reduced lunch rate of 48% and 25.6% limited English proficiency rate. For the 2021-2022 school year there have been a total of 50 incidents and those incidents were connected to 13 students. 95% of students at New Haven Elementary have no referrals. The district implemented a social/emotional learning curriculum called Second Steps this year in addition to participating in PBIS training through the RPDC. We also added the position of Home School Communicator for the 21-22 school year.

Weaknesses:

New Haven's attendance rate was 69.6%.

Indicate needs related to strengths and weaknesses:

Work will need to be done to support school attendance in this post-COVID time. We will also work on providing teachers with individual training related to trauma informed practices and social-emotional needs of our students. In order to help students rebuild their stamina for a 5 day per week, 7 hour school day, our staff will engage in conversations centered around strengthening our tier 1 instruction while also increasing student engagement.

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 and PAST

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

Strengths:

District reading and math data gives the percent of students who took the test in the building who are proficient in Reading. All scores are the most recent administered by year from AIMSweb. Reading is currently at 42.1% proficient. Math is currently at 45.2% proficient.

Weaknesses:

MAP academic achievement from the 2020-2021 school year showed a drop from pre-pandemic years in Communications Arts and Math across all ethnicities.

Indicate needs related to strengths and weaknesses:

New Haven needs to strengthen the PLC process when collaborating with grade level teams in order to strengthen our tier 1 practices. We need to honor teaching practice over program fidelity and focus on finding ways for students who receive a Tier 2 or Tier 3 intervention to be able to transfer those skills across all settings. For the 22-23 school year we will also need to solidify the process and purpose for our building problem solving team to ensure that it's truly a Tier 2 need.

Curriculum and Instruction

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

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Teachers receive professional development in utilizing state standards and proficiency scales for when planning lessons and grading. The NEE is also currently being used to evaluate teachers. This instrument has clear indicators that allow teachers to understand exactly how to improve instruction. Teachers will participate in professional development on strengthening Tier 1 reading instructional practices. Teachers will also continue to utilize technology in the classroom in order to prepare students for a world beyond the classroom.

Weaknesses:

Professional learning opportunities in the areas of reading and math have been limited at the building level due to lack of time for building level professional development. COVID also slowed down the progress that had been made prior to the pandemic.

Indicate needs related to strengths and weaknesses:

We need to review and expand our knowledge on the proficiency scales and how standards-referenced grading supports student learning. We will provide targeted professional development during PLC team meetings that align with the needs expressed by the teachers.

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:

New Haven's teachers are committed to students, as shown with about an 85% retention rate of certified teachers for the 2021-2022 school year. According to DESE's Missouri School Report Card, teacher/student ratio is 1:14. 75% of teachers have greater than 5 years of experience. 67.1% of teachers have advanced degrees.

Weaknesses:

Although not classified under high quality professional staff according to DESE standards, retention rate of support staff is not strong, with some positions remaining vacant at this time.

Indicate needs related to strengths and weaknesses:

Instructional coaching to support instruction with all 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:

Family involvement is strong for Family Fun Night, Reading is Fun night, Game Night, and Multicultural and Fine Arts Event
 Accessing health services and health department services (Boone County Coalition)
 Buddy packs / accessing Food Bank
 Finding services for home maintenance or clothing needs
 support for non-English speaking families
 Food provided at events has increased attendance over the past 2 years

Weaknesses:

Decreasing parent involvement in PSTO organization. COVID has also made it difficult to connect with parents due to the number of restrictions that were in place when the pandemic was at its height.

Indicate needs related to strengths and weaknesses:

Our goal is to bring back all of our parent involvement events that occurred prior to the pandemic to provide more opportunities for families to connect with the school.

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:

New structures have been put in place to support teachers through the Problem Solving Team (PST) process. Behavior Support Specialists and School Psych have been active in the building. Current class size is between 12-25 students per class for grades K-5.

Weaknesses:

Continued work on behavior support systems, utilizing progress monitoring to make data-informed decisions, and being fully staffed with our support personnel to consistently run interventions.

Indicate needs related to strengths and weaknesses:

We have PBIS, we have developed some consistent systems across the building, and we have a home school communicator.

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	Improve attendance
2	Students in Tier 3 instruction for reading will decrease by 10% by May 2022.

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)

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	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 style="width: 100px; height: 15px;" 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

Reading Recovery and small group reading intervention provided by New Haven's Title I reading teacher. Other tier 2 and tier 3 interventions are utilized in non-pandemic years through the RTI process building-wide.

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 style="width: 100px; height: 15px;" 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 related to our new ELA materials, Equity, and PBIS. Our title I reading teachers pull students out of classrooms in small groups to provide intervention support for classroom teachers. Our classroom aides provide tier 2 and tier 3 intervention support.

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

Description of how strategy/strategies will strengthen

Continue to develop our PBIS systems, as well as our systems related to the building problem solving team. We are looking into doing a Leader in Me book study next year.

- 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. We have found that while we are connecting families with resources in the community, some families struggle to follow through with the resources provided.

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 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

Develop Teacher Efficacy, maintain positive school climate and culture.

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 are at the home elementary on the first day of school to help with the transition and to assist with parent questions since relationships are stronger with the preschool teacher than the new elementary

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: kelli.todd@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education