



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

Funding Application: Plan - School Level - 6010 SHEPARD BLVD. 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

6010 SHEPARD BLVD. 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.

Twice a year our school and families attend a district sponsored dinner where a program is hosted to describe our parent and family engagement policy and are able to ask questions and discuss ideas for individual schools at tables hosted by schools. Shepard also uses a Parent Leadership Committee to brainstorm and implement ways of involving parents in the school.

- 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 involved in the review and planning process during our annual spring meeting to revise and update our schoolwide plan. During this time, parent feedback is utilized in the planning process and recorded in the plans.

- 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 involved in the review and planning process during the two meetings per year at our parent engagement meetings. During this time, parent feedback is utilized in the planning process and recorded in the plans. Parents are invited to join the family engagement committee with in the Parent Teacher Student Organization.

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 is sent out at the beginning of the school year to all families about Title I and various informational meetings are held. Our Title I teachers and regular education teachers provide regular assessment information to parents of participating children through Parent/Teacher Conferences and individual meetings as needed based on individual students. Bi-Monthly information is also sent home to parents through Friday Folders. MAP information is also accessible to families via the family portal. Bi-Monthly parent meetings are held in conjunction with PTSO to keep parents involved and 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.

Parents are informed about curriculum, assessments, and MAP achievement levels through information disseminated at parent involvement events at school throughout the year, parent/teacher conferences, and individual parent meetings. In addition, daily attendance rates are posted in the front office and outside the school.

- 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)*

Show interest in your child's school day.
 Ask specific questions. For example, ask what the class is studying or what your child did at recess.
 Get to know your child's school.
 Participate in school events.
 Join parent organizations.
 Visit the classroom.
 Participate in parent-teacher conferences.
 Have your child choose programs by reading the program guide--not by switching channels.
 Watch TV with your child and discuss programs afterward.
 Ask to see schoolwork, art projects, etc.
 Don't criticize the work or compare it to another child's - just show your interest. Talk about school in a positive way.
 Praise effort and improvement - no matter how small it may seem to you.

- 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.

Friday Folders are sources of consistent communication with information on the following:
 Grade Level Expectations, Success Ready Standards, Missouri Assessment Program, Opportunities to engage with the classroom and school, local assessment reports, provide information about how they are able to improve the achievement of their children, and additional work to support learning from the classroom.
 In addition, teachers talk with parents at parent/teacher conferences about local assessments/building level assessments such as AIMSweb, PSI and PAST. Trimester parent-teacher conferences also provide information regarding student growth/performance on these assessments. We also host several events to encourage a love of academic areas with their children at home.

- 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.

We utilize Title I funds to provide materials for families at curriculum based events hosted at school. These materials are sent home with them including instructions on how to utilize materials.

- 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.

Shepard staff have had extensive training in Equity and Restorative Practices topics on how to successfully engage with both students and families. Additionally, bi-monthly parent meetings guide parent and family involvement opportunities within the school. During the 22-23 school year, teachers will continue to receive professional development on Conscious Discipline, a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural and cognitive) into one seamless curriculum. This curriculum also helps teachers work with all families by educating teachers on various brain states and language to use to promote safe and trusting partnerships.

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.

Bi-Monthly 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)*

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

4/1/2022

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:

Shepard has a long standing and strong culture of community and excellence for students. We celebrate diversity with over 30 countries of origin represented, many multi-lingual students. Our teachers and staff are trained in Restorative Practices and utilize the practices to build community and repair harm when needed. Our student centered approach assists with building a strong family feel in each classroom.

Weaknesses:

Mobility rate has increased the last few years, attendance challenges/concerns, limited English proficiency, growing poverty rate, increased signs of trauma occurring in homes and neighborhoods, regression of student achievement due to impacts of COVID-19, increase in student mental health needs.

Indicate needs related to strengths and weaknesses:

Increased training for teachers in the areas of: instruction for emergent bi-lingual students, mental-health, de-escalation techniques for disregulated students, working with students and families with ongoing trauma and poverty related trauma, 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:

District level Assessments:AIMSweb Plus, NNAT3, PAST, PSI, common formative assessments, bodies of evidence showing success on state standards

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

Strengths:

When fully staffed, every student is served in the RTI model based on assessment data. Students are placed in small groups and served 4 days a week with specific instruction based on their missing skills (or next level of learning if they are above grade level). First grade students participating in Reading Recovery are showing immense growth.

Weaknesses:

Some students are scoring below the district benchmark. Summer and COVID-19 regression is most significantly impacting students in grades 1-3 . The stressors of poverty, community violence, and reoccurring traumas are impacting student learning.

Indicate needs related to strengths and weaknesses:

Increased supports in mental health related fields, increased academic supports in reading and math (coaching for teachers/small group instruction for students), education for parents and community on the impact of trauma and poverty on the developing brain. Funding for additional staffing to implement math RTi would support those students who struggle most in that area.

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 are also in transition using Benchmark Univers Plus ELA materials, and incorporating new Reading Assessments and Reading Interventions. We are able to implement Everyday Math (k-5), Foundations (k-2), Heggerty (k&1), with fidelity. When fully staffed, we are able to implement year-round interventions in grades 1-5 and partial year interventions in kindergarten after initial instruction is provided.

Weaknesses:

Adequate time to train, plan and implement new curriculum materials. Lack of coaching supports for new teachers.

Indicate needs related to strengths and weaknesses:

Focus on effectively using new assessments, instructional plan, materials, and resources. More time with our district mentor to model effective practices aligned to standards.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

All staff are highly qualified, most staff currently trained in Restorative Practices, the average years of experience is over 11 years.

Weaknesses:

As our experienced staff retire, Shepard is transitioning to a higher percentage of teachers new to the profession. These teachers need significant support in the areas of classroom management, curriculum and instruction.

Indicate needs related to strengths and weaknesses:

Quickly bring new staff up to speed on school plans, expectations, and programming through back to school meetings, as well as ongoing professional development and support sessions. Ongoing offerings of Restorative Practices two day sessions, trainings for Conscious Discipline, and strong engagement strategies.

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:

Families and community resources are involved in all areas of our school. Shepard Elementary supports families by providing multiple parent events throughout the year. These events are timed at different parts of the day to try to accommodate all schedules. We often provide food for families and can provide transportation based on need. Due to these efforts, our attendance at activities has increased with the exception of closure and pandemic years. Our home school communicator and counselor work with families to link them to services related to food, hygienic items, housing, job opportunities, and mental health. We also provide food and clothing to many students. We host multiple dental clinics and plan to grow our community based health care availability. Our partners in education have promoted the school garden, STEM activities, and our STREAM night through grant based funds.

Weaknesses:

Despite our efforts, some of our families are not able to attend these school functions due to limited transportation, difficulty meeting their own basic needs, and various barriers related to poverty, trauma, and mental health.

Indicate needs related to strengths and weaknesses:

Continue to work to increase attendance for all families in relation to participation in school events/activities, finding ways to communicate early and often with preschool families prior to kindergarten enrollment. Continue to strengthen partnerships with our Partners in Education.

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 in increase student achievement, learning, and success.

Weaknesses:

Need lots of support and funding to help students with mental health and self regulation/emotional management. School climate has been impacted by COVID 19 and the stressors related to the impact on mental health for adults and children. Many of our current staff were not a part of the mission and vision work done prior to 2018.

Indicate needs related to strengths and weaknesses:

increased opportunities for staff to receive training on regulating students and themselves in difficult situations. Focus on social emotional well-being and academic successes.
We will start a discussion about re-visioning our school next year.

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	Increase student attendance from 66% to 90% by May 2023 by implementing attendance systems and educating students and parents about current attendance measures from the state.
2	Student achievement on district assessments will reflect an overall improvement in math and reading.
3	90% or more of our students will be able to identify feelings, how to manage emotions, and how to self regulate based teacher and student reporting on BCSMHC data.

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;" 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="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 our new Benchmark plus materials, Foundations, Equity, Restorative Practice, and Behavior Team. Our title I reading teachers pulls students out of classrooms in small groups to provide intervention support for classroom teachers.

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

Description of how strategy/strategies will strengthen

System needed for behavior support, possibly PBIS. Common language and common expectations building-wide.

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 mentors and content 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.



DESE Comments

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Improving Lives through Education

Ver. 5.199.3065