



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

Funding Application: Plan - School Level - 6020 WEST 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.

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

### 6020 WEST 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.

West Boulevard holds two annual Title I meetings, fall and spring, with all stakeholders to collaborate around school engagement opportunities/events for the building and at individual grade-levels.

- 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.

West Boulevard holds two annual Title I meetings, fall and spring, with all stakeholders to collaborate around school engagement opportunities/events for the building and at individual grade-levels.

- 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.

West Blvd holds two annual Title I meetings, with all stakeholders to collaborate around school engagement opportunities vents and 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.

West Blvd holds two annual Title I meetings, with all stakeholders to collaborate around school engagement opportunities, events and to building 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.

West Blvd utilizes Curriculum Nights, Parent/Teacher conferences and bi-monthly parent meetings to review curriculum, assessment data and student progress.

- 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. Listen to child read take-home books. 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 books for reading at home.

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 both yearly Title I meetings. In addition, monthly parent meetings are utilized to share data, provide a venue to discuss MAP and local and building level assessments such as AIMSweb, PST, PAST. 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 to parents at bi-monthly parent meetings. In addition to this, trimester parent meetings, parent-involvement events and annual Title I meetings are utilized to share this information to support student achievement. When a student's attendance is affected due to the ongoing COVID-19 pandemic, digital resources (for families with internet access) or packets of grade-level appropriate work (for families that prefer paper-pencil or do not have internet access) are provided.

- 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.

WBE uses district personnel to receive annual equity and restorative practices training sessions. Additionally, monthly parent meetings guide parent and family involvement opportunities within the school. Home visits are utilized to help bridge relationships from school to home. When a student's attendance is affected due to the ongoing COVID-19 pandemic, digital resources (for families with internet access) or packets of grade-level appropriate work (for families that prefer paper-pencil or do not have internet access) are provided. When appropriate, families are connected to community resources as well as an in-house family intervention specialist who provides mental health resources that may otherwise be unavailable to families.

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.

WBE holds two annual meetings to provide information with the above programming. 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.

WBE includes the preschool classrooms housed in the school building in all parent involvement, community engagement, and school activities to encourage participation in the education of children.

- 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,

Comprehensive Needs Assessment [Hide](#)

#### 6020 WEST BLVD. ELEM.

#### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/25/2022

#### 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:

Restored connections between staff, families, and community  
 More parent involvement than in the past two years  
 Improved mobility rate from 2020-21 school year (from 31.5% to 14.8%)  
 Parent surveys indicate that parents feel welcome at our school and appreciate their teachers, administration, and the building community as a whole  
 Students are being identified for support from our building's problem-solving team which is able to make recommendations to teachers based on students' behavioral, academic, and/or social-emotional needs or refer students for special education evaluation, if needed.  
 Providing teachers with professional development opportunities throughout the school year in the areas of math and reading presented by our own faculty to address the needs of our students

Weaknesses:

High Mobility Rate (the number of students who have transferred in plus the number who have transferred out divided by the official full building count in September each year)-14.8% (2021-22), 31.5% (2020-21), 17.9% (2019-20), 19.1% (2018-19), 33.8% (2017-18)  
 Attendance Rate greatly affects continuity of learning  
 Multiple changes in building leadership during 2018-22 time period  
 Students returning from virtual learning from the 2020-21 school year show significant gaps in academic performance  
 Substantial increase in discipline referrals

Indicate needs related to strengths and weaknesses:

We are working hard to rebuild a sense of community among our staff and between our school and our families after three years of changes in leadership and two years greatly affected by COVID-19. This has been done through increased communication (digital, face-to-face, social media platforms, and physical copies). We need to increase communication even more and make it more timely to allow families to access resources better.  
 We need to set goals as a building tied to attendance  
 Administration plans to build calendars to support collaboration between student teachers, new teachers, and master teachers in our building that allow us to share best practices associated with cognitive engagement, formative assessment, positive teacher-student relationships, and best instructional practices in the areas of math and literacy

## 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 (Benchmarking and Progress-Monitoring), PSI, PAST

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

Strengths:

Student data is analyzed in PLCs along with anecdotal and historical data to help us meet student physical, social, and mental health needs. Once those non-academic needs are met we can address our students as learners. Academic goals that are created at the beginning of the year are monitored monthly, as a building, and are achieved.

Weaknesses:

We are not performing at the level of our non-title peers. Our 2020-21 MAP scores indicate that the percentage of students in Grades 3-5 performing at the Proficient or Advanced level was 20.5% in Mathematics (27.7 in 2018-19), 35.2% in English Language Arts (29.2% in 2018-19), and 13.5% in Science (26% in 2018-19).

Indicate needs related to strengths and weaknesses:

A continued/renewed focus on meeting unmet physical, social-emotional, and mental health needs to allow students to more readily access educational opportunities. Need to work on Grade Level Expectations as they connect to standards-referenced grading practices.

**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:

Fundations Training  
Benchmark Training  
Equity Training

Weaknesses:

Awaiting additional training in Fundations to implement Tier II Intervention for K-2

Indicate needs related to strengths and weaknesses:

Teachers can use PD that targets not just equity training but help in understanding specific cultural differences that might impact learning within that culture. Continued PD in literacy and math interventions for non-performing students. Continued PD in literacy and math instructional practices.

### 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:

Teachers are highly qualified and produce results via student academic gains to support this designation  
NEE Observation scores indicate that teachers consistently build secure teacher-student relationships

Weaknesses:

Would love to see additional training for newer teachers in the development of the instructional craft of teaching reading, writing and math.

Indicate needs related to strengths and weaknesses:

Teachers must improve assessment capabilities while attaining skills in providing interventions to close learning gaps among all groups of students.  
Training is desired by staff to use place-based instructional practices to address student learning needs in the areas of literacy and mathematics, increase student engagement, and provide learning opportunities to all students.  
Administration plans to build calendars to support collaboration between student teachers, new teachers, and master teachers in our building that allow us to share best practices associated with cognitive engagement, formative assessment, positive teacher-student relationships, and best instructional practices in the areas of math and literacy.

### 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:

Diverse times to hold parent involvement events  
 Home visits for any family-including ELL  
 Taking students to doctor's appointments  
 Taking students to counseling appointments  
 Helping to bathe/shower students  
 Providing extra food for students  
 Doing student laundry  
 Helping siblings of students apply for jobs  
 Helping families work with the Food Bank to obtain food  
 Supporting families in home management to support a cleaner, more organized environment

Weaknesses:

Decreased number of family involvement opportunities due to the ongoing challenges of the COVID-19 pandemic. There is still a level of hesitation in participating in events in person from both staff and families. We still do not have the parent involvement numbers of our non-Title peers, even though we provide a significantly larger number of events. Single family incomes, parents/guardians working multiple jobs, non-working parents, grandparents raising children, high levels of mobility, homelessness, lack of electricity and water in the homes, poor public transportation may all be contributing factors that prevent a larger amount of parent participation.

Indicate needs related to strengths and weaknesses:

More ideas on involvement activities would be helpful. Our team needs to plan and reinstate grade-level family involvement activities.

**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:

NEE Survey results-average 2.7 on 3.0 scale from faculty  
 Title I Survey results compiled on 3/25/22 indicate that families are supportive of and happy to be a part of the WBE school community.  
 .

Weaknesses:

We still struggle to get all parents, especially with our most vulnerable students, engaged in school.

Indicate needs related to strengths and weaknesses:

Additional mental health resources are needed in regular education for students in crisis.

**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	Improvement in attendance to 90% for all students
2	55% of WBE students will be proficient on MAP in Communication Arts
3	55% of WBE students will be proficient on MAP in Math

Schoolwide Program [Hide](#)

### 6020 WEST BLVD. ELEM.

#### 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 checked="" type="checkbox"/> Math	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"/>
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

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 checked="" 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: 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

- 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 work with teachers to assess student needs based on benchmarking data prioritized standards for the students. Title I Reading and Math Teachers provide professional development opportunities for teachers on best practices in the areas of literacy and mathematics.

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

Describe activities

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

Describe activities

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 schools.

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## 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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**Email:** [kelli.todd@dese.mo.gov](mailto:kelli.todd@dese.mo.gov)

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