Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

ePeGS

strict/LEA: 064-074 PALMYRA R-I   Year: 2021-2022

nding Application: Plan - School Level - 4020 PALMYRA ELEM.   Version: Initial   Status: Approved

○ Number   ○ Name

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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

4020 PALMYRA 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.

> Along with the online registration process, the policy is in the student
> handbook. The student handbook is available on the district's website.

☑ 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 given the opportunity to provide feedback through our annual survey. Also, at the annual meeting, parents are welcome to make comments, ask questions, and have input for changes.

☑ 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.

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Parents are given the opportunity to provide feedback through our annual survey.
Also, at the annual meeting, parents are welcome to make comments, ask questions,
and have input for changes.
```

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.

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Back to school nights are held at the beginning of the school year to provide
parents with information about curriculum and instruction.  Conferences occur
once a year.
```

☑ 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.

```
Back to school nights are held at the beginning of the school year to provide
parents with information about curriculum and instruction.  Conferences occur
once a year.  Parents receive information about their child's MAP scores by
receiving a letter sharing their child's scores and an interpretation of their
scores.
```

☑ 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)*

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Parents will support their child's learning in the following ways:
establish home environments to support children
communicate with the school
provide feedback to the school
make decisions regarding their child's education
```

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

A RTI (Response to Intervention) system is essential in creating an effective learning environment. Teachers meet commonly to determine what curriculum is necessary at each grade level, establish proficiency levels for the standards established in the curriculum, and create common assessments to assess those standards. Teachers use data gained by assessments to determine what students have mastered the standards and intervention is planned to reteach or enrich the standard. Students are also progress monitored three times a year in the areas of reading and math.

☑ 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.

Included in the student handbook is a detailed description of the items listed above. The student handbook is available to all parents on the school's website.

☑ 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.

At parent meetings and conferences parents receive materials relevant to improving a their child's academic achievement. Parents receive handouts and materials throughout the year from classroom and intervention teachers.

☑ 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.

School personnel work with parents in a variety of ways. Through mentoring, coaching, and PD teachers are reminded of effective ways to work with parents. These ways include back to school nights, parents teacher conferences and meetings, developing relationships, encouraging parent participation, and using technology to communicate.

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.

At parent meetings and conferences parents receive materials relevant to improving a their child's academic achievement. Parents receive handouts and materials throughout the year from classroom and intervention teachers.

☑ Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

☑ Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

☐ Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

☑ Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

☑ Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

☐ Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

☑ Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

☐ May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

☐ Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

☐ May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

☑ Provides opportunities for the informed participation of parents and family members, including:

- ☑ Parent and family members who have limited English proficiency.
- ☑ Parent and family members with disabilities.
- ☑ Parent and family members of migratory children.

☑ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

4020 PALMYRA 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

5/13/2021

NEEDS ASSESSMENT: SCHOOL PROFILE

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:

```
Palmyra Elementary has had a steady number of students enrolled in school.
The majority of our students have attendance of 90% or higher.
While discipline is managed on a daily basis, we do not have significant
disciplinary issues.
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Weaknesses:

```
Due to COVID-19, we had to incorporate Distance Learning for those students
unable to attend in-person learning.  This is not a desired means of educating
children and provided many challenges to our families.

We continue to intervene with students who move in and have not mastered needed
learning targets.

We also have students who live in poverty.
```

Indicate needs related to strengths and weaknesses:

```
Continued resources for children and families both for their homes and for
schools.
```

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:

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

Strengths:

```
According to Palmyra Elementary School's APR, the school is meeting expectations
in all areas.
```

Weaknesses:

Indicate needs related to strengths and weaknesses:

> Clarity of APR calculations
> Increase trends towards student achievement

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:

> A RTI (Response to Intervention) system is essential in creating a effective
> learning environment. Teachers meet commonly to determine what curriculum is
> necessary at each grade level, establish proficiency levels for the standards
> established in the curriculum, and create common assessments to assess those
> standards. Teachers use data gained by assessments to determine what students
> have mastered the standards and intervention is planned to reteach or enrich the
> standard. Students are also progress monitored three times a year in the areas
> of reading and math.

Weaknesses:

> As we review student data, we continue to see a number of students with
> deficiencies in reading skills. Specifically, basic literacy skills. We
> determined that at the tier two and three levels, a scripted, research-based
> program was needed. In addition, we wanted a program that could be used
> digitally so that intervention teacher could use at school or from a distance.
> We purchased the ISPIRE program.

Indicate needs related to strengths and weaknesses:

> Professional development
> Time for collaboration/Data Team
> Protected instructional time

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 teachers at Palmyra Elementary School hold certificates that deems them
> highly qualified.

None

Indicate needs related to strengths and weaknesses:

None

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:

The Palmyra community is very supportive of it schools.   The majority of our parents are supportive of the work we do with our students.

Weaknesses:

We continue to have students transferring in and out of the district.   This mobility makes it difficult to ensure students are learning the objectives.

Indicate needs related to strengths and weaknesses:

Continued resources for children and families both for their homes and for schools.

School Context and Organization

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

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

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

Strengths:

Our class sizes average around 20 students to one teacher.   There is very little turn over of staff.   Student discipline, while we do have issues to address, our discipline issues are few.

Weaknesses:

We are currently writing revising our vision and commitment statements.   They are out of date and need updated.

Indicate needs related to strengths and weaknesses:

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	Implementation of the iSPIRE Program for students with deficiencies of reading skills.
2	Continue implementation of a master schedule to protect instructional time and establish planned intervention.
3	Continue to implement RTI/PLC practices.

Schoolwide Program Hide

4020 PALMYRA 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 ☑ Math	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2 ☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3 ☑ English Language Arts	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4 ☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5 ☐ Other [ ]	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services
☐ Preschool

- ☑ Pull out/resource classroom
- ☑ Push in/regular classroom
- ☐ Summer School
- ☐ Tutoring (before-or-after-school)
- ☐ Other

[text area]

Instructional personnel	Teachers	Paraprofessionals	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☑	☐		
Supplemental Mathematics	☑	☐		
Supplemental Science	☐	☐		
1 Other [____]	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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

[text area]

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

A RTI (Response to Intervention) system is essential in creating an effective learning environment. Teachers meet commonly to determine what curriculum is necessary at each grade level, establish proficiency levels for the standards established in the curriculum, and create common assessments to assess those standards. Teachers use data gained by assessments to determine what students have mastered the standards and intervention is planned to reteach or enrich the standard. Students are also progress monitored three times a year in the areas of reading and math.

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

Description of how strategy/strategies will strengthen

A RTI (Response to Intervention) system is essential in creating a effective learning environment. Teachers meet commonly to determine what curriculum is necessary at each grade level, establish proficiency levels for the standards established in the curriculum, and create common assessments to assess those standards. Teachers use data gained by assessments to determine what students have mastered the standards and intervention is planned to reteach or enrich the standard. Students are also progress monitored three times a year in the areas of reading and math.

☐ 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

A RTI (Response to Intervention) system is essential in creating a effective learning environment. Teachers meet commonly to determine what curriculum is necessary at each grade level, establish proficiency levels for the standards established in the curriculum, and create common assessments to assess those standards. Teachers use data gained by assessments to determine what students have mastered the standards and intervention is planned to reteach or enrich the standard. Students are also progress monitored three times a year in the areas of reading and math.

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

A RTI (Response to Intervention) system is essential in creating a effective learning environment. Teachers meet commonly to determine what curriculum is necessary at each grade level, establish proficiency levels for the standards established in the curriculum, and create common assessments to assess those standards. Teachers use data gained by assessments to determine what students have mastered the standards and intervention is planned to reteach or enrich the standard. Students are also progress monitored three times a year in the areas of reading and math.

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

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Increased awareness of the PLC/RTI system and the Data Team Process.
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☐ **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

◉ Yes

○ NO

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

[text box]

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District/LEA Comments

[text box]

DESE Comments

[text box]

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