



District/LEA: 050-003 HILLSBORO R-III Year: 2021-2022

Funding Application: Plan - School Level - 4080 HILLSBORO PRIMARY Version: Initial Status: Submitted

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](#)

4080 HILLSBORO PRIMARY

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.

Numerous meetings , to which parents are invited, are held throughout the school year. The first meeting of the school year will be held in the Fall of 2021. The LEA and individual Title served schools will be hosting a meeting together in hope of creating more involvement.

Topics will include items such as providing and promoting two way meaningful communication between school and home to promote student success. All parents will be invited to attend and asked to review the LEA parent and family engagement policy. At this time, parents are invited to provide input on the policy as well as suggest parental involvement activities. An explanation of Title I is given in addition to assisting parents in the explanation of their child's progress. A survey is also administered at the end of the school year to gain feedback on parental involvement including, but not limited to, convenient time for parents to meet, preferred methods of communication and suggestions for topics they would like to receive additional information.

- 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 planning, review and improvement of the Title I program through annual meetings designed to explain Title I and overall academic achievement. Quarterly reports are sent home. Parent teacher conferences are held two times per year. Annual surveys are sent home, collected and reviewed for suggestions for continuous improvement as well as date/time of meetings. Parents provide feedback through meetings and parental events. A parent advisory committee meets one time per quarter to help develop activities for parent and family involvement.

- 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 planning, review, and improvement of the school parent and family engagement policy through an annual meeting that is held to review the policy. Data from student achievement and survey are available for discussion along with time for dialogue between school and home for continued support and academic improvement.

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 regarding Title I are available before school starts at Open House. Annual meetings are held in the Fall to disseminate information. In addition, each building sends home information regarding the program as well as puts the information of the school and teacher website. Newsletters are also sent home to inform parents of the activities/skills of the quarter.

- 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.

Curricular and summative assessment information is available during open house as well as posted on teacher webpages. In addition, teachers send home weekly newsletters outlining activities/ curricular activities. Parent teacher conferences are held two times per year. Progress reports are sent home quarterly along with regular phone calls/emails explaining assessments and individual achievement. MAP achievement level descriptions are given to parents when the data is returned to the district as well discussed at parent/teacher conferences. School wide reading partnership meetings are held monthly as well as monthly progress notes and quarterly progress reports. Primary grades k-2 do not administer MAP; however, all other standardized assessment information, for example Pathways, is provided to parents.

- 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)*

The student/parent/teacher compact asks parents to establish daily attendance routines, participate in school activities when available, help with homework assignments, give praise daily, read with child at least 15 minutes per day and encourage child to do his/her best.

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

Teachers work as grade levels as well as vertically to align our curriculum to the Missouri Learning Standards under the direction of the district's instructional coach and Assistant Superintendent. Professional development time is given to complete curriculum work as well as attend teacher led PD sessions. Teachers are also encouraged to go outside the district to continue to sharpen skills based on best practice. Student assessment data is analyzed on an ongoing basis to ensure student mastery. School climate is assessed through both parent and student survey results.

- 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.

Teachers provide assistance in understanding the Missouri Learning Standards through weekly newsletters and updated websites designed to break down the standards and communicate them in a student/parent friendly format. Teachers provide weekly objectives to both students and parents. Students set and monitor personal goals as they relate to their learning. The district provides assistance in understanding the MAP and its results through information sent home before and after testing. Information is provided before testing explaining what the MAP is and how the results are used. Student level reports are sent home when received explaining level descriptors and well as individual results. Individual summative assessment data as well as benchmarking information are given and explained to parents after each assessment. Information regarding improving student achievement is posted on websites, printed in newsletters as well as communicated individually to parents.

- 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.

Materials and training will be provided numerous times throughout the school year beginning with open house. School wide reading meetings, newsletters, progress reports, websites and parent teacher conferences are all means utilized to provide materials and training for parents. Parents are also given the opportunity to make suggestions on training as needed.

- 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 is educated regarding working with parents through a variety of methods throughout the school year. The district utilizing the mentoring program to familiarize new staff with expectations and methods of communicating with parents. In house quality professional development is also an important part of the education process. Our staff handbooks also outline the necessary communication that must occur along with suggestions for accomplishing meaningful two way communication. Parent teacher conferences are also held at least twice per year to assist in the communication process.

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.

Whenever possible we coordinate meetings/informational items with family activities. For example, Title I information is given and explained during Open House with the hopes of attracting a large percentage of our family population. We try to include as many meetings with family fun activities to increase the likelihood of participation.

- 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](#)

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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

5/12/2021

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:

Hillsboro is a small town with strong family structure. Over the past several years enrollment continues to remain steady with a student population of 3400. Overall the socioeconomic status remains unchanged with the majority of the population considered "working class".

Weaknesses:

Hillsboro has limited diversity with over 95% of student population being Caucasian. Attendance continues to be an issue especially at the secondary level. Some of the district's 100% virtual learners also is a concern from this past year.

Indicate needs related to strengths and weaknesses:

Continue to research ways to increase student attendance, especially at the secondary level. Research and implement strategies to promote cultural diversity. Continue working on ways to improve learning loss from the most unusual school year.

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:

Common summative across all grade level and subject areas Aimsweb; nationally normed benchmark across grades K-8 and continued implementation of Pathways to reading.

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

Strengths:

Our current educational program allows for a 90 minute reading and math block for grades K-5. Intervention time is also built into the school day. This allows our staff to re-teach and re-assess when appropriate. Progress monitoring utilizing Aimsweb provides teachers immediate feedback regarding student progress. Individual tutoring both before and after school are also available based on data. All of the above provide intervention, but there remain students who need additional support through Title I to reach maximum achievement

Weaknesses:

Utilizing common summative assessments and Aimsweb students in grades k-3 struggle in the areas of phonetics and phonemic awareness. We will continue to work on learning loss by focusing on priority standards and re-teaching.

Indicate needs related to strengths and weaknesses:

Continue to integrate Pathways to Reading Program for grades K-2 to improve phonic skills among early readers. Continue to focus on learning loss.

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:

Understanding and analyzing in depth the New Missouri Learning Standards has led teachers to examine current practices in the area of curriculum and realign standards to the taught curriculum. Formative and summative assessments are also being re aligned to the curriculum to ensure we are assessing what is taught and at an appropriate level of rigor. The district is also in the process of developing a k through 12 instructional technology integration document that outlines needs and grade levels.

Weaknesses:

Through analyzing common formative assessments Pathways and benchmarks phonics continues to be a weak area for k through second grade students.

Indicate needs related to strengths and weaknesses:

Pathways to Reading was purchased and will continue to be utilized to aid in phonics instruction. All teachers have been trained accordingly with full implementation 2021-2022.

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 of the district s teachers and administrators are highly qualified with documentation on file. Paraprofessionals have at least sixty credit hours with documentation on file or have appropriately passed the Praxis. Title II funds as available are used to provide professional development and training for teachers to improve teacher effectiveness and growth. Competitive salaries trained administrators in best practices to screen and interview teachers.

Weaknesses:

All of the district staff is highly qualified.

Indicate needs related to strengths and weaknesses:

All of the district staff is highly qualified.

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:

Numerous activities are available to attend throughout the school year. Including but not limited to, Open House Safe Halloween Dr. Seuss Night School Picnic Color Dash Trivia Night etc. All of our events are well attended by both families of students and the community. Staff communicate in a variety of ways including, newsletters, email and phone calls. We provide opportunities for parents to educate themselves on current issues, for example, bullying and suicide prevention. We support our entire population including those traditionally underserved with programs intended to level the playing field. For example, School is Cool, a program designed to improve student attendance and family support. Our school back pack program, through donations from our community, provide meals for students on the weekends and Holiday breaks. We also provide certain health services for those in need, for example, the dental van. The district will resume these activities.

Weaknesses:

We do not have 100% parent involvement

Indicate needs related to strengths and weaknesses:

Continue to meet with community members and parents to dialogue about events and needs of the community to obtain 100% parental involvement.

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:

Average class size data is analyzed yearly. Class sizes remain below the recommended student teacher ratio at all levels. Student discipline policies/handbooks are also evaluated each year and are revised as needed. All handbooks and new policies are board approved as warranted. A district survey is sent to all faculty and staff on an annual basis and the data collected drives change as needed within each building.

Weaknesses:

As evidenced by staff survey, climate is an area of need.

Indicate needs related to strengths and weaknesses:

School climate

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	Phonics instruction and learning loss
2	School Climate
3	Attendance

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)*

Schoolwide Program Plan Development		
Team Member		
	Team Member Name	
Team Member Role		

ESEA Building Level Plans

1	Parent	Colleen Breslin	
2	Teacher	Molly Gaebler	
3	Principal	Rachel Carroll	
4	Principal	Cathy Freeman	
5	Parent	Sara Strieder	
6	LEA Representative	Melissa Hildebrand	
7	Teacher	Jen Freiner	
8	Teacher	Lori Wood	
Plan Development Meeting Dates			
1	Meeting Date	08/20/2020	
2	Meeting Date	01/08/2021	
3	Meeting Date	05/12/2021	

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A	Melissa Hildebrand	LEA
2	Title IV.A	Melissa Hildebrand	LEA
3	McKinney-Vento	Melissa Hildebrand	LEA

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 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"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Local funds will be used for tutoring and summer school. Our Home Support Specialist is also paid for with local funds. Supplemental instruction is provided throughout the school day.

Instructional personnel		Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<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

Professional Learning Communities have been in place since 2005. Time for intervention is set aside during each school day. Tiers are determined through data from Aimsweb as well as common summative assessments. Students who do not meet mastery of standards are provided time for re teaching and re assessment.

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

Description of how strategy/strategies will strengthen

In and out house professional development is available for teachers to attend in order to strengthen the overall academic program.

- 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

Tier one students are provided enrichment activities.

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

Additional learning time and strategies are given to those students at risk of not meeting the Missouri Learning Standards. For example, before/after school tutoring, during school tutoring and intervention time.

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

Primary students are provided with information through career day and STEM activities regarding post secondary options.

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

Each of our teachers will continue to be trained on being trauma informed throughout the school year. District personnel will train each building on professional development days. We have found that part of our attendance issue is in part a reflection of trauma issues. Professional development will also focus around the effective use of technology and reading strategies for younger learners as well as developing and improving common assessments. Simple K12 will be implemented as well to provide for individual needs of teachers.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Annual job fair will be held in the Winter. Continue to offer competitive salary and benefits.

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.



District/LEA Comments

DESE Comments

Email: christina.scott@dese.mo.gov

Current User: mhildebran