

District/LEA: 112-101 FORDLAND R-III Year: 2021-2022

Funding Application: Plan - LEA Parent and Family Engagement Version: Initial Status: Approved

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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## LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

### LEA Parent and Family Engagement Policy

#### Policy Development

- The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.  
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

The LEA will involve parents with multiple outreach opportunities that include them in the development of our policies. We will continually seek feedback from parents at program meetings (reviews, conferences, program meet-and-greets, future planning guidance, etc) to help guide future policy as well as adjust current ones, and also make use of surveys and evaluations to solicit input. This will help us to ensure we are best serving our families in ways that they see beneficial.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

The policy is discussed with parents at the annual Title 1 parent meeting and annual Title I, II, IV evaluation meeting. The District will communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the District website, e-mail, telephone, parent and teacher conferences, and home visits if needed.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

Policies will be distributed to parents through online avenues, presented at beginning of the year meetings, and also available as new students enter into programming later in the year.

#### Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Parents will be involved in a timely, organized and ongoing way in planning, reviewing and improvement of programs through program surveys and serving on advisory committees.

Check all that apply:

- No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)

- The LEA will involve parents and family members in the development of Targeted Accountability Plans.  
*Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

### Capacity Building

- The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

Parent involvement programs and activities will be provided that include materials and/or training to help parents work with teachers as partners in their child's education.

### Coordination & Integration

- The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

#### ESEA

- 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)

#### Other Acts

- Spec. Ed. State and Local Funds  
 Spec. Ed. Part B Entitlement  
 Perkins Basic Grant - Postsecondary  
 Perkins Basic Grant - Secondary  
 State and Local Funds  
 Workforce Innovation and Opportunity Act  
 Head Start  
 McKinney-Vento  
 Adult Education and Family Literacy  
 Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

Parents will be involved in a timely, organized and ongoing way in planning, reviewing and improvement of programs through program surveys and serving on advisory committee. Parents will also be notified via the school website, school handbook, board policy and the School/Parent/Teacher Compact.

### Annual Evaluation

- The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

The purpose of schoolwide Title I programs is to improve the entire educational program in a school. This should result in improving the academic achievement of all students, particularly the lowest achieving students. The Fordland Title Program is always looking for input on how Fordland Elementary School can carry out the schoolwide program.

The Elementary and Secondary School Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services:

Informing you of the school's participation in Title I, Part A

Explaining the requirements of Title I, Part A

Explaining your rights and opportunities as parents and families to be involved in your child's learning and achievement.

Each Title I school jointly develops a family-school compact that 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.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

Conduct outreach to, and solicit input from relevant stakeholders during the design and development of plans for Title funds ensuring that there is a diverse representation of educators from across the State or LEA, especially those who work in high-need schools and in early education.

Parents play an integral role in assisting their child's learning

Parents are encouraged to be actively involved in their child's education

Parents are full partners in their child's education and are included, when appropriate, in decision-making as well as being a part of the advisory committees to assist in the education of their child.

Policies that are jointly developed with parents guide what we do in parent & family engagement.

Be flexible when consulting with stakeholders, especially educators, by holding meetings or conferences outside the hours of the school day or by using a variety of communications tools, such as electronic surveys.

Seek out diverse perspectives within stakeholder groups, when possible, and ensure that consultation is representative of the State or LEA as much as possible.

Make stakeholders aware of past and current uses of Title funds, and research or analysis of the effectiveness of those uses, if available, as well as research or analysis of proposed new uses of funds, in order to consider the best uses for schools and districts to support teacher and school leader development.

Consider the concerns identified during consultation, and revise uses of Title funds when appropriate.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

Yearly Title 1 program survey given in different formats to assess the needs of parents and family members.

Information related to school and parent programs will be sent to parents in a parent friendly format.

- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Yearly Title 1 program survey given in different formats to assess the needs of parents and family members.

Input from Title 1 advisory committee will also be utilized for identifying needs.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

To allow greater parent participation, child care can be provided during parent involvement activities.

Opportunities for meetings at a variety of times may be provided to maximize parental involvement and participation.

- The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- The LEA will involve parents in the parent and family engagement activities of the Title I served schools (*which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.*) *Section 1116 (a)(2)(F)*

**District/LEA Comments**

**DESE Comments**

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**Title I.A LEA**

**INTRODUCTION**

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan. The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
  - Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.
- Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

**MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS** Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

**Schoolwide Program Buildings** Section 1112 (b)(5)

School	Category
4020 FORDLAND ELEM.	ELEMENTARY

Describe method(s) of identifying students who may be at risk for academic failure:

Title 1 Reading: Various Screenings and Assessments- DRA2, PAST, Quick Phonics Screener, Letter Identification and Letter Sounds, Nonsense Words, Sight Words, Spelling Inventory, Writing Inventory, rapid naming  
Title 1 Math: Various Screenings and Assessments- Dial, Stanford scores, MAP scores, teacher recommendations, standards-based checklists

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards (5)
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply) Subject area(s) reported here should match staff reported on the Supporting Data page		
<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"/> Reading	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 checked="" type="checkbox"/> English Language Arts	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"/> 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"/> 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	

**EARLY CHILDHOOD EDUCATION SERVICES** Section 1112 (b)(1)(A), and 1113(c)(5)

- The LEA will not use Title I funds to support a preschool program for children.
- The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type
<input type="text"/>

District-Wide	Targeted	Schoolwide	Blended Funding
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Title I funds will be used by the LEA to provide preschool services for children in:

- Head Start
- Other comparable community preschool programs
- Not Applicable

The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)

- Project Construct
- High/Scope
- Creative Curriculum
- Early Language and Literacy Curriculum

**Title I.A Funded Preschool Personnel**

<input checked="" type="checkbox"/> Instructional Teacher	
<input checked="" type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other	

**Title I.A Funded Preschool Services**

<b>Days of Service</b>	<input type="checkbox"/> Four Day Program
	<input checked="" type="checkbox"/> Five Day Program
<b>Length of School Day</b>	<input checked="" type="checkbox"/> Full Day
	<input checked="" type="checkbox"/> Half Day
<b>Age of Students Served</b>	<input checked="" type="checkbox"/> One year prior to entering kindergarten
	<input checked="" type="checkbox"/> One and Two years prior to entering kindergarten

**EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION Section 1112 (b)(8)**

- Not applicable; no early childhood education programs exist at the LEA or building level.
- The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition school programs.

Describe activities to support, coordinate, and integrate:

The schoolwide plan was developed in consultation with teachers, principals, and other appropriate school personnel, as well as with parents of the school who will be served by the program. Ideas for varying programs are utilized as a catalyst for discussion for the betterment of the district. As students transition from the early childhood center to the elementary school at the Fordland R-3 School District the staff, administrators, and board of education members goals are to facilitate maximum learning for all students, to create a community of lifetime learners, to recognize and accept each students as a unique individual, to maintain a safe environment for each student. The District will use Project Construct as frame of reference to guide our teaching staff in the growth of our pre-school students. Through this process, the Districts wants to promote parent education and involvement with their child's education and to encourage and provide on-going teacher and staff growth opportunities.

Describe transition activities:

Transition activities include:

Kindergarten Screenings  
 Observations throughout the year  
 Assessments  
 PAT

**TRANSITIONS Section 1112 (b)(10)**

The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

As students transition from middle school to high school at the Fordland R-3 School District the Counselor and administrators coordinate transition from grade to grade. Every 8th grader and their parent participates in a welcome and introduction provided by the Counselor and administrators for the upcoming 9th grade transition in order for students to register for high school grade courses. Throughout the spring, activities are conducted to assist students in making this transition. Additional information about scheduling, extra-curricular activities and expectations are provided to the student and parent during this orientation. High school to post secondary is coordinated by the school counselor by inviting area colleges and tech school to meet with prospective students. Parent/Student FAFSA nights, ASVAB and ACT testing are also coordinated by the counselor.

- The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

As students transition from high school to post-secondary opportunities, the Fordland R-3 School District goals are to facilitate maximum learning for all students, to create a community of lifetime learners, to recognize and accept each student as a unique individual, to maintain a safe environment for each student.

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

The counselor and administrators coordinate transitions from high school to higher education and employers. This coordination of efforts include A plus standards, vocational education training and career specific avenues as well as local businesses participation in a job fairs and special guest. The counselor coordinates area college visits and invites recruiters from college and military to speak with our students.

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify

N/A

### MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

Section 1112 (b)(1)(D)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

Following MLS, Title 1 staff collaborate with classroom teachers to effectively instruct students focusing on higher level depth of knowledge and critical thinking skills while working towards reading on grade level.

Title 1 Reading:  
Guided reading groups  
Small group instruction  
1 on 1 individualized instruction  
Formative assessments

Following MLS, Title 1 staff collaborate with classroom teachers to effectively instruct students by means of paper & pencil activities, computers, Eureka math strategies, and manipulatives while focusing on higher level depth of knowledge and critical thinking skills.

Title 1 Math:  
Small group instruction  
Math groups  
1 on 1 individualized instruction  
Formative assessments

### ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

- The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, ine

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

Teachers are the most important in-school drivers of student achievement. According to Hanushek, 2010, Students of ineffective teachers learn a half year of material. Students of effective teachers learn 1.5 years worth of material. Students with even one highly effective teacher are more likely to graduate, attend college and earn a higher income (Chetty, Friedman, and Rockoff, 2012). The Fordland School District will use the Network for Educator Effectiveness for their tool for teacher evaluations. Through this tool, the District will be able to identify ineffective teachers. Through this growth tool, the District will be able to move these teachers to effective educators.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

The Fordland School District will use the Network for Educator Effectiveness for their tool for teacher evaluations. Through this tool, the District will be able to identify inexperienced teachers. Through this growth tool and targeted professional development, the District will be able to move these teachers to effective and experienced educators.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DE description):

The Fordland School District works to ensure that we continue to work on having highly qualified teachers. This is completed by having a competitive salary schedule and highly engaging work-place environment.

**NEGLECTED CHILDREN**

Section 1112 (b)(5)

- The LEA does not receive funds for Title I.A Neglected Children.
- The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

The PART 1-A NEGLECTED SCHOOL CHILDREN form is required to be uploaded.

Neglected Information:  No file chosen

Local institution

List:

[Empty text box for local institution list]

Community day school program

List:

[Empty text box for community day school program list]

List: Describe the nature of the services at the Local institution and/or the Community day school:

[Empty text box for service description]

**HOMELESS CHILDREN AND YOUTHS**

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

- The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provide

Describe services that will be provided:

The Fordland R-III School District Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

**DISCIPLINE**

Section 1112 (b)(11)

- The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

The LEA will work with staff, students, and parents as the Districts continues to implement PBiS throughout the primary grades. This program will be evaluated through the use of data from the student information system.

**EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES**

Section 1112 (b)(11)

- Determined not appropriate by the LEA; such programs not supported by LEA.



- The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-bas

Describe programs:

**OTHER USES OF FUNDS**

*Section 1112 (b)(13)(A) and (B)*

- The LEA will not use funds to meet purposes of these other programs.  
 The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

- The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

**PARENT COMMENTS**

*Section 1116 (b)(4)*

The Title I.A LEA 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**

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Improving Lives through Education

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

## 4020 FORDLAND 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.

The School Parent Teacher Compact is provided during Title 1 meetings, in the Title 1 guidebook, and online.

- 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 will be involved in a timely, organized and ongoing way in planning, reviewing and improvement of programs through program surveys and serving on advisory committee. Parents will also be notified via the school website, school handbook, board policy and the School/Parent/Teacher Compact.

- 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 will be involved in a timely, organized and ongoing way of planning, reviewing and improvement of programs through program surveys and serving on advisory committees.

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.

Parents will also be notified via the school website, school handbook, board policy and the School/Parent/Teacher Compact.

- 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.

A strength of the school is using data to see if the District is being effective in the teaching and learning of students. The Fordland used several types of data to judge the effectiveness of teaching and learning. This data includes:

RTI  
Small group instruction  
1 on 1 individualized instruction  
Formative assessments  
Summative assessments  
MAP Test

The school will support student learning in the following ways:  
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards. Provide instruction, materials, and high-quality professional development, which incorporates the latest research and maintain a positive and safe climate. The building also uses RTI data to guide teachers and support staff in where they need to focus on instruction.

- 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)*

Parents will support their child's learning in the following ways  
Make sure they are in school every day possible  
Check that homework is completed  
Monitor the amount of tv watched  
Volunteer at school if possible  
Be aware of their child's extra-curricular time and activities  
Stay informed about their child's education by reading all communications from school and responding appropriately

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

The school will support student learning in the following ways:  
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards  
Retain highly qualified principals and teachers  
Provide instruction, materials, and high-quality professional development, which incorporates the latest research  
Maintain a positive and safe climate  
Hold annual parent teacher conferences to:  
Discuss the child's progress grades  
Discuss this compact as it relates to the child's achievement  
Examine the child's achievement and pending options  
Provide parents with frequent reports on their child's progress as follows:  
Suggestions from the classroom teacher  
Progress reports  
Quarterly grade cards sent home  
Be accessible to parents through  
Phone calls or person to person meetings  
Scheduled consultation, before, during or after school  
Scheduled school or home visits  
Provide parents opportunities to volunteer as follows:  
Listen to children read  
Help with classroom projects  
Present a program on your culture, a different country, and more  
Assist with holiday programs, parties, educational trips, etc.

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.

Parent opportunities are provided to assist parents in their partnership in their child's education utilizing the PAT program. As assistance is needed, the school nurse, counselor or community medical clinic partner with our school, parents and students to provide care. Our Title 1 program supports and utilizes the Care to Learn foundation and forms partnerships with PTO to assist families.

- 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.

Parent educational materials are provided by the PAT educator, teachers provide opportunities to support learning by providing websites and other resources and materials to improve student achievement, and Title meetings are held where materials and modeling of instruction are provided for building academic skills at home.

- 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.

Faculty meetings and professional development opportunities are provided.

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.

The school supports partnerships with parents by utilizing these methods to improve communication and student academic achievement:  
Remind app  
Classroom Newsletters  
District Newsletter  
Dojo app  
SeeSaw app  
District Website  
Facebook  
Twitter  
Progress reports

- 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 FORDLAND 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

5/18/2021

#### 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:

Two of our strengths at the elementary school is the mobility rate and discipline. Even though the District has an above average free/reduced rate (60%) the mobility rate for the District is low. This is due to the fact that the District has stable families and many parents that have stable and secure jobs within the surrounding area. The discipline rate is low with students having minor offenses. I feel as though this is in part to our active PBIS program at the K-5 level.

Weaknesses:

One of our biggest issue we are facing in the Fordland School District is our declining enrollment. The District has lost over 130 students in the past 8 years. This is a direct hit on the District's ADA and school funding.

Indicate needs related to strengths and weaknesses:

To continue to serve all students with having to cut staff due to declining enrollment.

### 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:

We are now using iReady as a current diagnostic tool within the district. It measures projected growth and real growth in our K-5 student population.

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

Strengths:

The Fordland used several types of data to judge the effectiveness of teaching and learning. This data includes:

RTI  
Small group instruction  
1 on 1 individualized instruction  
Formative assessments  
Summative assessments  
MAP Test

Both literacy and ELA are strengths in the program.

Weaknesses:

One of the most glaring weaknesses of student achievement in mathematics. Our MAP scores over the past fours show a decline in student understanding of these concepts. To reverse these trends, the District has taken a more aggressive path. We have instituted 1.5 FTE towards Title math instruction and are implementing a new Mat curriculum.

Another area of concern was assessing students in the K-2 classrooms. Last year, we implemented IOWA testing at those grade levels.

Indicate needs related to strengths and weaknesses:

To focus on improving mathematics skills throughout the elementary school. This will be completed by utilizing our math Title staff, a rigorous RTI program, and new and targeted curriculum.

## 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 strength of the school is using data to see if the District is being effective in the teaching and learning of students. The Fordland used several types of data to judge the effectiveness of teaching and learning. This data includes:

RTI

Small group instruction

1 on 1 individualized instruction

Formative assessments

Summative assessments

MAP Test

The school will support student learning in the following ways:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards. Provide instruction, materials, and high-quality professional development, which incorporates the latest research and maintain a positive and safe climate. The building also uses RTI data to guide teachers and support staff in where they need to focus on instruction.

Weaknesses:

The District struggles in the implementation of RTI in math. One of the most glaring weaknesses of student achievement in mathematics. Our MAP scores over the past four years show a decline in student understanding of these concepts. To reverse these trends, the District has taken a more aggressive path. We have instituted 1.5 FTE towards Title math instruction and are implementing a new Math curriculum.

Indicate needs related to strengths and weaknesses:

To focus on improving mathematics skills throughout the elementary school. This will be completed by utilizing our math Title staff, a rigorous RTI program, and new and targeted curriculum.

## 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 the most important in-school drivers of student achievement. Students with even one highly effective teacher are more likely to graduate. The Fordland School District will use the Network for Educator Effectiveness for their tool for teacher evaluations. Through this tool, the District will be able to identify ineffective teachers. Through this growth tool, the District will be able to move these teachers to effective educators. When looking through the NEE data, it is proven that our staff scores above average on teacher evaluations. I believe is in part due to the veteran staff in the Fordland Elementary School.

Weaknesses:

One of the concerns is the continued growth of all teachers in the building. Currently, the building is being provided professional development in balanced literacy and Eureka math.

Indicate needs related to strengths and weaknesses:

To continue to grow educators within the school district.

### 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:

Having families and community engagement is an important component in the success of the Fordland Elementary School. Relationships between families and schools are an important contributor to school success. One of our key successes is the communication we have between the school district and parents are the following:

Remind app  
Classroom Newsletters  
District Newsletter  
Dojo app  
SeeSaw app  
District Website  
Facebook  
Twitter  
Progress reports  
Title NRights  
PTO  
Open Houses

Parents are also involved in a timely, organized and ongoing way of planning, reviewing and improvement of programs through program surveys and serving on the advisory committee. Parents will also be notified via the school website, school handbook, board policy and the School/Parent/Teacher Compact.

Weaknesses:

One of the greatest concerns is getting all the parents involved. Many times, economically disadvantaged families struggle to get to school activities due to this hardship. at times it is hard to contact parents due to a change in phone numbers and lack of internet connection.

Indicate needs related to strengths and weaknesses:

Getting more families involved in the local LEA.

### 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:

The District uses the Missouri School Board Association for its governance policy. The Fordland Board of Education is an excellent board and relies on the superintendent of schools to implement policies and practices. The board of education relies on the administrators to administer the mission/vision, governance, climate and school discipline.

Weaknesses:

One of the weaknesses is that there can be the turnover with building administrators. This can be a challenge keeping all programs and procedures continuous and moving forward.

Indicate needs related to strengths and weaknesses:

Keeping the same mission and vision path as school personnel changes.

### 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 To focus on improving mathematics skills throughout the elementary school. This will be completed by utilizing our math Title staff, a rigorous RTI program, and new and targeted curriculum.

Schoolwide Program [Hide](#)

### 4020 FORDLAND 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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Annie Koenig	
2	Teacher	Vanessa Criger	

3	Principal	Alison Vernon	
4	Other School Leaders	Chris Ford	
5	Teacher	Jennifer Loving	
6	Teacher	Tanya Price	
Plan Development Meeting Dates			
1	Meeting Date	05/18/2021	

## 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	Select...		

## 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 type="checkbox"/> Reading	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"/>
3	<input checked="" type="checkbox"/> English Language Arts	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"/>
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	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 type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

RTI  
Small group instruction  
1 on 1 individualized instruction  
Formative assessments  
Summative assessments  
Title 1 ELA  
Title 1 Math  
Balanced Literacy  
Balanced Math  
Personalized learning through Technology

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

Description of how strategy/strategies will strengthen

RTI  
Small group instruction  
1 on 1 individualized instruction  
Formative assessments  
Summative assessments  
Title 1 ELA  
Title 1 Math  
Balanced Literacy  
Balanced Math  
Personalized learning through Technology

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



The Fordland District uses the Missouri Learning Standards as their main "big Ideas" The District is currently undergoing a rewrite of the entire school curriculum and must be completed by the 21-22 school year. Along with the curriculum, we have a focus on teaching and learning at the primary levels.

The school will support student learning in the following ways:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards

Retain highly qualified principals and teachers

Provide instruction, materials, and high-quality professional development, which incorporates the latest research

Maintain a positive and safe climate

Hold annual parent teacher conferences to:

Discuss the child's progress grades

Discuss this compact as it relates to the child's achievement

Examine the child's achievement and pending options

Provide parents with frequent reports on their child's progress as follows:

Suggestions from the classroom teacher

Progress reports

Quarterly grade cards sent home

Be accessible to parents through

Phone calls or person to person meetings

Scheduled consultation, before, during or after school

Scheduled school or home visits

Provide parents opportunities to volunteer as follows:

Listen to children read

Help with classroom projects

Present a program on your culture, a different country, and more

Assist with holiday programs, parties, educational trips, etc.

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

The District will use the following to address the needs of the high at risk students:

RTI

Small group instruction

1 on 1 individualized instruction

Formative assessments

Summative assessments

Title 1 ELA

Title 1 Math

Balanced Literacy

Balanced Math

Personalized learning through Technology

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

The District uses data to guide our professional development opportunities. The District uses a Professional Development Survey to see what the teaching staff perceptions are concerning their personal growth. The District also uses the following to guide what resources we use to provide professional development to the staff:

Summative Data - MAP, IOWA and classroom assessments  
RTI  
Small group instruction  
1 on 1 individualized instruction  
Formative assessments  
NEE Data - Teacher Evaluations  
Bright Bytes Survey Data

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

Describe activities

Teachers are the most important in-school drivers of student achievement. Students with even one highly effective teacher are more likely to graduate. The District focuses on the following areas concerning recruiting and retaining effective teachers:

Salaries and other compensation  
Teacher Preparation with local colleges  
Induction and support for new teachers  
Professional Development  
Leadership Opportunities  
Resources for teaching and learning

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

Describe activities

In class they are practicing routines, learning how to line up, keep voices at appropriate levels, putting stuff away and working together, waiting to take turns, raising their hand to ask questions, writing their names, appropriate pencil grasp, we are learning to listen with our ears. Consistency in structure helps a child adjust and transition, they know what to expect that way. We use an appropriate voice level chart in my classroom as well as a clip chart for behavior. Self-help skills are a huge part of the curriculum in this grade level. Many students who come into the ECC Program come in with very little and are expected to leave with most

## 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.



Tutoring is listed, but that expense is paid for out of local funds.

**DESE Comments**

**Email:** [misty.lawson@dese.mo.gov](mailto:misty.lawson@dese.mo.gov)

**Current User:** cford1

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Ver.

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

[ESEA Plan Home](#) [Print](#) [Cancel Print Mode](#)

## Title II.A

### INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

### ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

- These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

### SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

### PRIORITIZING FUNDS

- The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.



Describe how the LEA will prioritize funds to these schools:

Not applicable (no targeted/comprehensive schools)

---

The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

### USING DATA AND ONGOING CONSULTATION

The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

### PROVIDING EQUITABLE SERVICES TO NONPUBLICS

The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.

Not applicable

### COORDINATING ACTIVITIES WITH OTHER PROGRAMS

The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

#### District/LEA Comments

#### DESE Comments

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Ver.

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

**Title IV.A LEA**

**STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS**

**PURPOSE**

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve student achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

**ELIGIBILITY**

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Student Success Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

The LEA will transfer or REAP Flex ALL Title IV.A funds

**CONSORTIUM (optional)**

- This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select...	

**NEEDS ASSESSMENT**

- Needs assessment not required
  - LEA receives allocation less than \$30,000, or
  - The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
  - (A) access to, and opportunities for, a well-rounded education for all students;
  - (B) school conditions for student learning in order to create a healthy and safe school environment; and
  - (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- The needs assessment has been conducted within the past three years.

Date of Needs Assessment

**Well-Rounded Education** Section 4106 (d)(1)(A)  
Section 8101 (52)

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to a well-rounded education for all students

**Healthy and Safe School Environment** Section 4106 (d)(1)(B)

Summarize the analysis of data regarding school conditions for student learning.

**Strengths**

[Text box for Strengths]

**Weaknesses**

[Text box for Weaknesses]

If indicated, state need(s) identified pertaining to school conditions for student learning

[Text box for identified needs]

**Effective Use of Data and Technology** Section 4106 (d)(1)(C)

Summarize the analysis of data regarding school conditions for student learning.

**Strengths**

[Text box for Strengths]

**Weaknesses**

[Text box for Weaknesses]

If indicated, state need(s) identified pertaining to school conditions for student learning

[Text box for identified needs]

**Identifying Priorities**

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of prior in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	0	
Healthy and Safe School Environment	0	
Effective Use of Technology	0	

**DESCRIPTIONS**

**Partnerships** Section 4106 (e)(1)(A),(E)

- Not Applicable
- The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

**Activities and programming**

**Well-rounded education** Section 4106 (e)(1)(B),(E)

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**Safe and Healthy Students** Section 4106 (e)(1)(C),(E)

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**Effective Use of Technology** Section 4106 (e)(1)(D),(E)

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

[Text box for description]

Activity	Program Objective	Intended Outcome	Evaluation Method

**ADDITIONAL ASSURANCES**

**High Priority Schools**

- The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
  - are among the schools with the greatest needs; (required)
  - have the highest percentage of economic deprivation; (required)
  - are identified for comprehensive support and improvement; (if applicable)
  - are implementing targeted support and improvement plans; (if applicable)
  - are identified as a persistently dangerous public school. (if applicable)

**Equitable Services to Nonpublics**

- The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students and other educational personnel in nonpublic schools.
- Not applicable

**Utilizing funds in multiple program areas**

- The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

**Program areas**

- At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
  - Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

**Annual report**

- The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2);*

**District/LEA Comments**

**DESE Comments**

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