



District/LEA: 048-069 GRAIN VALLEY R-V Year: 2021-2022

Funding Application: Plan - School Level - 4060 SNI-A-BAR ELEM. 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.**

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

## 4060 SNI-A-BAR 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 Grain Valley School District collaborates with parents and families to obtain agreement with the parent and family engagement policy. The policy outlining the requirements of the parent and family engagement policy is posted as part of school board policy on the district website. Parents and family members at each of the Title I, Part A schools has the opportunity to participate as volunteer committee members involved with building planning teams responsible for planning

- 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.

Sni-A-Bar Elementary convened a Title I Advisory Team made up of parents, teachers, and staff to work collaboratively on elements of the building wide Title I plan. Planning meetings centered around a reflection of the Multi-Tiered System of Support and how having additional staff members we are better able to meet student needs. These meetings were held before school began and monthly throughout the school year. The Title I Advisory Team have standing meetings with

- 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.

Sni-A-Bar Elementary's parent and family engagement policy mirrors the LEA policy. Although the information related to Title I, Part A was always shared at building-wide parent events, parents did not have a vested interest in the plan as it related to Title I, Part A if their children were not served. Sni-A-Bar will also promote the review and improvement of the parent and family engagement policy by: reviewing the engagement policy at monthly advisory meeting, monthly

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.

Sni-A-Bar Elementary collaborated with Matthews Elementary to create a promotional information pamphlet regarding Title programs. These brochures are shared at all school events and sent home with students. Program information will also be posted to the building website and shared through social media. All teachers will share information regarding the school's Title I, Part A. program throughout the year including at parent teacher conferences.

- 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.

Sni-A-Bar Elementary promotes the district's curriculum and academic assessments information including MAP achievement levels in a variety of ways. Each year, the school shares curriculum with parents and families during a curriculum night event. However, due to covid restrictions, curriculum information was shared virtually through video recordings. The school pamphlet includes relevant information to be shared at all relevant parent events. Parent-teacher

- 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)*

As part of the Sni-A-Bar Title I, Part A School/Parent Compact, parents are asked to agree to support (by signature) the following to the best of their ability: 1. Go over child's assignments and/or completed school work daily, 2. Provide a quiet place and time for reading and studying each night, 3. Establish a routine that allows my child to get enough sleep and ensures that he/she is at school on time, 4. Participate in school activities for parents, including open houses,

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

As part of the Sni-A-Bar Title I, Part A School/Parent Compact, the school (all staff members) agree by signature to do the following: 1. Set and communicate reading goals, 2. Prepare and implement lessons, that meet the student's needs, 3. Provide support and information to assist in reading at home, 4. Use the building's vision statement to guide decision making, 5. Regularly communicate student's progress with parents and classroom teacher.

- 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.

Sni-A-Bar Elementary provides assistance to parents in a variety of ways to communicate important information regarding the Missouri Learning Standards, MAP, local assessments, monitoring a child's progress and how to work best with educators. The primary forms of assistance are; Parent Teacher Conferences in the fall and a school pamphlet with the relevant information shared at all school events and sent home with students. Other ways Sni-A-Bar assists parents include

- 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.

Sni-A-Bar Elementary will host parent events partnering with families and will include all of the relevant Title I, Part A information for parents. This event covers all of the elements of Title I, Part A, but also includes the first of many parent information tidbits on how to help children succeed in schools. Parents are also provided information on helping their children be successful at parent-teacher conferences and through classroom and school newsletters, website,

- 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.

As part of the competency-based education goal for the district, Sni-A-Bar Elementary will provide professional development on parent involvement and communication through the interpretation of the gradebook marks and standards-based report card. Administrators also provide frequent "tips or tidbits" on parent involvement and communication through building teacher newsletters. Sni-A-Bar Elementary continues to study trauma-informed schools best practices. The

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.

Sni-A-Bar Elementary became the district elementary site school for ELD students in 2018-2019. Although this totals less than 25 students, the building is committed to ensuring successful integration and involvement of all students and will continue to utilize all resources available to coordinate the success of ELD students and families in the instructional program and school culture. The district hired a full-time ELD teacher for the 2019-2020 school year and added a

- 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](#)

### 4060 SNI-A-BAR 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

6/7/2021

#### 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:

Sni-A-Bar Elementary identified the following strengths based on the analysis and data from the needs assessment:

Student attendance continues to be high (ending the 20-21 school year above 90%) in spite of covid quarantines and absences.

Weaknesses:

Sni-A-Bar Elementary identified the following weaknesses based on the analysis and data from the needs assessment:

Socioeconomic status data does not reflect the needs staff and administration are seeing with students. Teachers regularly report evidence of student need, but parents have either not applied for free or reduced lunch benefit or have chosen

Indicate needs related to strengths and weaknesses:

Beginning in the 2021-2022 school year, the district will add the Free and Reduced lunch application to the proof of residency/enrollment process for all families.

Improved communication by adding a section to the building newsletter that lets parents know how Title I helps Sni-A-Bar meet the needs of all students. Thus,

**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:

Benchmark assessments (Fastbridge for reading and math, iReady for math)

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

Strengths:

Student performance is consistent year to year, with some growth, as we look at the same cohorts through time.

Weaknesses:

Regardless of our focus on Reading Instruction, our scores on the MAP test continue to be stagnant.

Our Benchmark Assessments still show the same percentage of students reading below grade level.

Indicate needs related to strengths and weaknesses:

Teams will continue professional development related to and implementation of multi-tiered systems of support in the area of math. Proactive and systematic in grades 3-5. Reactive, but systematic for grades K-2 based upon research related to a strong correlation between teaching a child to read improves math abilities as well.

### 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:

Having an instructional coach is helpful in providing consistency in implementing core curriculum and multi-tiered systems of support to address the needs of students in the targeted assistance program. The reading curriculum reflects a balanced approach to teaching reading and pushes students to a deeper level of thinking through the workshop model.

Weaknesses:

Many areas of the curriculum provide great opportunities for students to learn, discuss, create, etc.. but the work time of students has become limited during the day. We found that students were producing less but were better able to articulate their thinking. We continue to seek a balance of teamwork, creativity, language development and the production of successful work with state like assessments.

Indicate needs related to strengths and weaknesses:

While teachers have a deeper understanding of the MTSS process by identifying specific student need and then supporting accordingly, there is still room for growth in applying this data analysis to core curriculum.

What more can we identify and bolster in the core curriculum to alleviate the need for intervention needs to be an ongoing area of focus.

### High Quality Professional Staff

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

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

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

Strengths:

All staff members are highly qualified and certified.

Increased focus on a multi-tiered system of support has encouraged shared responsibility among grade level colleagues.

Teacher retention is strong.

Weaknesses:

Due to lack of movement, new ideas must come from professional development and vertical collaboration.

There is a shortage of support staff to successfully implement multi-tiered systems of support.

Indicate needs related to strengths and weaknesses:

Paraprofessional support is needed to support teachers intervention strategies in reading and other academic areas as part of a multi-tiered system of support.

We will shift our support of students 40%ile and below to 30%ile and below.

### 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:

Our families are willing to attend functions at the school.  
Families believe communication between school and home is relevant and timely.  
Families believe they have a voice/input in the education of their children.

Weaknesses:

We have very few parents who are willing/able to lead events at the school.

Indicate needs related to strengths and weaknesses:

Sni-A-Bar will use parent input to design events at the school. By using family input, there should be an increase of participation on the planning side and overall attendance.

Our team will use new learning from the federal programs conference to think differently about parent and family engagement.

### 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:

We have a school mission that has buy-in from the staff, students, and families. There is a positive culture and view of the school by staff, students, and families. Class size averages are under state standard thresholds.

Weaknesses:

Classroom student discipline data and tracking methods need improvement.

Indicate needs related to strengths and weaknesses:

A team of teachers is working to create/identify a tracking system for socio-emotional data.

**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 Staff resources to support schoolwide Title I, Part A program. This will include; expanded use of existing instructional coach, existing reading specialist, and reading support paraprofessional.
- 2 Professional Development and Instructional Resources - The long-range plan for Title I, Part A at Sni-A-Bar Elementary involves expansion of human resources for academic and behavior support for

Schoolwide Program [Hide](#)

**4060 SNI-A-BAR 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	Sarah Van Zandt	
2	Teacher	Bethany Raimo	
3	Principal	Dr. Carrie Reich	
4	Specialized Instructional Support Personnel <span style="float: right;">▼</span>	Kendra Carpenter	
5	Teacher <span style="float: right;">▼</span>	Blair Hixon	
Plan Development Meeting Dates			
	Meeting Date		
1		09/15/2020	

Meeting Date	10/13/2020	
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**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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other [ ]	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

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

**Class size reduction**

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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- 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

Instructional Coach - supports all teachers and students through modeling teaching, co-teaching, providing professional development, planning lessons, observing and giving feedback

Reading Specialist/Teacher - supports all students (schoolwide) through a combination of pull-out and push-in services. Push-in services will focus on K-2. Pull-out services will focus on 3-5.

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

Description of how strategy/strategies will strengthen

Reading instruction and strategies that will strengthen the academic program include, but are not limited to; multi-sensory reading instruction, guided reading, running records, systematic phonics instruction, Heggerty phonemic awareness, reader's workshop. As part of the MTSS, all teachers in the schoolwide plan will utilize a menu of evidence-based intervention strategies matched to individual student deficits. All Title I, Part A funded staff members support or

- Increase the amount of learning time
  - Extended school year
  - Before-and/or after-school programs
  - Summer program
  - Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Reading instruction and strategies that will strengthen the academic program include, but are not limited to; multi-sensory reading instruction, guided reading, running records, systematic phonics instruction, Heggerty phonemic awareness, reader's workshop. As part of the MTSS, all teachers in the schoolwide plan will utilize a menu of evidence-based intervention strategies matched to individual student deficits. In addition to all school staff, the Title I, Part A

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 instructional coach provides support for teachers through professional development in evidence-based interventions for reading improvement, core academic curriculum, evidence-based instructional strategies, data analysis and progress monitoring. We are improving our focus on surface structures for grade 3 (including phonics instruction) based upon research and data reflection.

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

Describe activities

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

Describe activities

**SCHOOLWIDE POOL FUNDING**

Section 1114 (b)(7)(B)

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

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

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

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

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

- Yes
- No

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

**District/LEA Comments**

**DESE Comments**

**Email:** [kristin.davis@dese.mo.gov](mailto:kristin.davis@dese.mo.gov)

**Current User:** bmulvey

Improving Lives through Education

Ver.