



District/LEA: 092-089 WENTZVILLE R-IV Year: 2024-2025

Funding Application: Plan - School Level - 4030 HERITAGE ELEMENTARY Version: Initial Status: Returned to LEA

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

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

4030 HERITAGE ELEMENTARY

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.

We seek input through electronic surveys as well as paper versions when needed. Parents are invited to attend our beginning of the year informational meeting as well as other annual reading events where we conduct face to face discussions and answer questions. The reading interventionists also send out emails with additional opportunities for gathering input from parents.

- 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.

During the annual meetings, the school seeks input from parents by providing a draft version of the building plan and discussing each key section. Their involvement also includes such things as their support at home with reading, collaboration with the child's classroom teacher and reading interventionist, as well as open communication with the school regarding questions or concerns they may have about their child's progress.

- 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.

During the annual meetings, the school seeks input from parents by providing a draft version of the policy. Through their participation and discussion they are able to be involved in that planning and review process. A copy is sent home electronically for their review. The school seeks input from parents in that manner as well in case they were unable to attend. Parent surveys are emailed to parents for additional input after each parent event and through the program evaluation at the end of the year.

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.

PTA Meetings
 Meet the Teacher Night
 Fall and Spring Reading Nights
 Parent Teacher Conferences
 Monthly Newsletters
 Emails from reading interventionists with resources
 Reading materials/resources sent home with parent support tips
 District Website

- 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.

Every year our schools hold a Back to School meeting. The building principal creates a Google slide that will be used to present this information to parents. In addition classroom teachers send home month news letters that provide additional information about the curriculum and assessments as well as during Parent Teacher Conferences.

PTA Meeting - Fall Title I Annual Meeting
 Fall Reading Nights
 Parent Teacher Conferences
 Monthly Newsletters
 District Assessment Website

- 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)*

Provide a safe and happy learning environment at home
 Encourage and ensure regular school attendance
 Support their child with reading, writing, and math
 Maintain a positive attitude about school
 Collaborate with the classroom teacher and other relevant staff
 Parent communication

- 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:
 Ensure quality Tier I instruction as well as a systematic process for intervention to address any skills the child may be lacking.
 Ensure fidelity in the implementation of district-approved curriculum and programs.
 Provide quality professional development to all staff on district-approved curriculum and intervention resources.
 Create and maintain a safe and positive learning environment.
 Create and monitor Reading Success Plans for eligible students.
 Follow a systematic approach to implementing a student problem-solving team that can ensure necessary support for students demonstrating need.

- 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.

PTA Meetings
 Meet the Teacher Night
 Fall and Spring Reading Nights
 Parent Teacher Conferences
 Monthly Newsletters
 Emails from reading interventionists with resources
 Reading materials/resources sent home with parent support tips
 District Website

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Fall and Spring Reading Nights
 Parent Teacher Conferences
 Monthly Newsletters
 Emails from reading interventionists with resources
 Reading materials/resources sent home with parent support tips
 District 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.

Ongoing professional development during:
 Summer workshops
 Full day PD opportunities
 Late Start PD opportunities
 Faculty Meetings
 Book studies
 Before and after school PD opportunities

The school will also use the administrators, literacy and math instructional coaches, and emotional support counselors to provide additional training to staff on ways to develop and maintain positive relationships with families. A focus will be on trauma-informed communication to help support positive parent relationships.

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 is opening a preschool program starting in the 24-25 school year. Early intervention is key to ensuring student success. This also creates a positive working relationship at an early stage in the child's education. Partnerships with the PAT and preschool programs will build those relationships early. Curriculum is aligned with the Missouri Learning Standards which will provide them an opportunity for the early learning development skills to help prepare them for the elementary school setting.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

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

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation.

Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

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

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

6/18/2024

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:

Diverse student population
 ELL teacher identified in each grade level
 Lower class sizes in grades K and 1

Weaknesses:

Larger class sizes - grades 3-5
 Low socioeconomic status and high FRL in comparison to other WSD schools
 Inconsistent student attendance
 Lack of parent involvement for some students
 Social emotional behaviors on the rise due to outside trauma
 High transient population
 High McKinney Vento population

Indicate needs related to strengths and weaknesses:

Continued Student Support Interventionist on staff
 Continued Emotional Support Counselor on staff
 Continued Reading Interventionist (both full time and part time) on staff
 Continued need for outside agencies such as Compass Health, CHADS, etc.
 Lower class sizes to support individual student needs
 Funds for transportation to school events

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:

Active monitoring of student progress through district provided resource iReady-specifically using standards mastery assessments aligned with priority standards
 Professional development opportunities through student centered coaching, benchmark phonics trainings and meeting monthly admin led data collaborations with literacy coach
 Meet monthly with reading interventionist to monitor student growth in reading

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

Strengths:

Growth noted through iReady benchmark and progress monitoring

Heritage Grades 3-5 will increase the percentage of students in quadrants 1 and 2 for reading from 64% to 67% as measured by iReady.
 January 2024 Progress Check - 66.3%
 May 2024 - 73% (goal exceeded)

Heritage Grades 3-5 will increase the percentage of students in quadrants 1 and 2 for math from 46% to 50% as measured by iReady.
 January 2024 Progress Check - 52.7%
 May 2024 - 55% (goal exceeded)

Weaknesses:

MAP ELA - 44.28% scored proficient or advanced in Spring 2023
 MAP Math - 35.89% scored proficient or advanced in Spring 2023

Indicate needs related to strengths and weaknesses:

Fidelity implementation of research based reading and math programs during Tier I instruction
 Full implementation of intervention

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:

Literacy Coach
 Strong Reading Intervention Support
 1:1 chromebooks
 School wide phonics program

The district just approved the purchase of a new research based reading program - Wonders and initiated professional development for all staff which will continue throughout the coming year. Reading interventionists are using 95% Group for small group reading intervention. The district has provided teachers and administrators the opportunity to participate in LETRS training. Newly implemented PLC work within our grade level and department collaboration.

Weaknesses:

No set core curriculum for Tier I in place
 Lack of strong research based reading curriculum available
 Inconsistent development and use of common assessments

Indicate needs related to strengths and weaknesses:

Implementation of core reading program with fidelity focusing on the Science of Reading
 Continued work on development of quality common assessments

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:

Appropriately certified staff in all positions
 Staff participates in ongoing professional development
 Staff works collaboratively with administration, literacy coach, and math coach

Weaknesses:

Low diversity of staff members in relation to our student population
 Shared math instructional coach
 High levels of student dysregulation and lack of executive functioning skills resulting in increased levels of from administration which impacts opportunities for instructional leadership

Indicate needs related to strengths and weaknesses:

Additional professional development for staff on regulating students with a trauma informed approach as well as executive functioning strategy supports
 Develop and implement protocols for classroom management encompassing Tier 2 and Tier 3 behaviors

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:

Parent attendance at certain school events is strong
 Helping Hands and Care to Learn program - onsite program that offers families food, clothes, and hygiene products
 School nurse with quality experience and expertise to help meet student health needs
 Emotional Support Counselor on staff

Weaknesses:

Mental health resources for students and families
 Lack of PTA involvement
 High population of students identified as special education - 22%
 Language barriers with some families
 Lack of communication access with families - phone, internet and or lack of parent response

Indicate needs related to strengths and weaknesses:

Funds for transportation to school events or mental health resources
 Additional support with staff/resources for special education needs
 Professional development on FOCUS - new school information system to utilize parent communication tools

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:

Implementation and practice of PLCs
 Mission and goals have been collectively established and referenced/monitored regularly
 Lower class sizes in both K and 1 - 20 or below
 Leader in Me implementation with focus on school climate and culture

Weaknesses:

High levels of discipline referrals, high OSS rates especially in grades K-2
 Larger class sizes, grades 3-5

Indicate needs related to strengths and weaknesses:

Implementation of common practice and proactive approach to student behavior
 Develop and implement protocols for classroom management encompassing Tier 2 and Tier 3 behaviors
 Administrative adjustment to address discipline rates/needs/patterns
 Implementation of protocol structure for discipline referral and follow up with teacher
 A student support team process will be utilized to problem solve with key staff regarding specific student needs and come up with an action plan for each student (PST).
 Additional staffing to lower class sizes

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
 (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Implementation of core reading and math program with fidelity.
2	Implementation of systematic intervention program for Tier 2 and Tier 3.
3	Professional Development in reading program and intervention.
4	Establish monitoring and tracking attendance procedures and development of action plans with a tiered approach.

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Amy Arnet	
2	Teacher	Meghan Holliday	
3	Principal	Kimberly Walters	
4	School Staff ▼	Erin Tustin	
5	Teacher ▼	Melissa Dunn	
Plan Development Meeting Dates			
1	Meeting Date	06/17/2024	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A	Lauren Dickens	Federal Programs Specialist
2	Title III EL	Lauren Dickens	Federal Programs Specialist
3	Title IV.A	Lauren Dickens	Federal Programs Specialist

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input 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 <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" 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="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

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

Professional Learning Communities

Schoolwide Positive Behavior Support

Response to Intervention

Other

The strategies will (mark all that apply)

Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Implementation of quality Tier 1 instruction. Initiation of Reading Success Plans for all eligible students. Progress monitoring throughout the year to monitor goal progress and student growth. Small group instruction through Tier 1, Tier 2, and Tier 3 to specially meet student needs. The school will utilize iReady MyPath and common formative assessments in both reading and math.

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

Description of how strategy/strategies will strengthen

Ongoing professional development of all staff to ensure proper implementation of curriculum and programs
Utilize both reading and math instructional coaches to support and grow in areas of identified weakness
Implementation of RtI - beyond just reading interventionist but full implementation by all staff

Administration will conduct multiple classroom observations to ensure implementation of district approved programs with fidelity as well as use of common formative assessments. Through this process, corrective feedback will be provided. Administrators will also ensure quality instructional practices are being utilized to increase student engagement and ultimately impact academic achievement.

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

Initiation of Reading Success Plans for all eligible students. Progress monitoring throughout the year to monitor goal progress and student growth. Small group instruction through Tier 1, Tier 2, and Tier 3 to specially meet student needs. This includes utilizing full time and part time reading interventionists for small group instruction. A student support team process will be utilized to problem solve with key staff regarding specific student needs and come up with an action plan for each student (PST). The school will utilize iReady MyPath and common formative assessments in both reading and math.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

Professional development activities that address the prioritized needs

Describe activities

Student centered coaching cycles, learning labs, Collaboration time, and data analysis of student growth, school faculty meetings, professional learning workshops and school site visits, guest speakers, providing learning experts, book studies

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Summer workshops
Full day PD opportunities
Late Start PD opportunities
Faculty Meetings
Monthly Data Team Meetings with Literacy and Math Instructional Coaches
Mentor Teacher Programs
EdPlus Teachers Academy and other professional learning opportunities

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: catherine.henderson@dese.mo.gov

Current User: LaDickens

Improving Lives through Education

Ver.