



District/LEA: 048-902 GUADALUPE CENTERS SCHOOLS Year: 2021-2022

Funding Application: Plan - School Level - 6905 GUADALUPE CENTERS ELEMENTARY Submitted Version: Initial Status:

Number

Name

Select District

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 Level Plan Home

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

6905 GUADALUPE CENTERS 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.

Meetings are set to discuss policy and procedures. Parents are given opportunities to offer feedback that is used to develop policy. Feedback is used for consensus-building toward development and support of the policy.

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.

Annual meetings are held in September & May including administrators, building staff members, and parents. During the meetings, relevant data surrounding student progress is discussed with parents. Parents have opportunities throughout the year to discuss Title I.A program improvement, and the annual meeting offers time to discuss next steps to be implemented the following year.

- 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.

Parent liaisons work closely with stakeholders to develop the parent and family engagement policy. Parents are a part of this process throughout the school year. The parent liaison connects with parents and communicates feedback to administrators. Respective administrators then work with teams to develop a school-parent compact that identifies school, parent, and student responsibilities. The principal meets with the parent liaison and leaders of the parent-teacher organization 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.

During parent meetings associated with Title I.A programs, building leaders discuss relevant goals and action steps associated with programming in both English and Spanish. Parents receive information associated with assessment results, along with plans the school will implement to increase learning success. The Building Improvement Plan is comprised of SMART Goals and aligned with specific action steps to accomplish each respective goal. These plans are shared with families within our system.

- 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.

During parent meetings that are hosted at the building level, principals discuss curriculum goals, academic assessments and MAP achievement levels. Parents receive information associated with assessment results, along with plans the school will implement to increase learning success. Each Building Improvement Plan is comprised of SMART Goals and aligned with specific action steps to accomplish each respective goal. These plans are shared with families within our system.

- 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)*

We continually think of ways to increase PTO (parent teacher organizations) and volunteer opportunities. It is our goal to more deeply connect parents to the instruction taking place at school to support our students. As a district we have also discussed potential opportunities for parent education within our schools. Parents will continue to have an increased role in their students' digital access to learning. Continued family literacy activities and events will be implemented throughout the school year. The school has offered a Padres Comprometidos program led by the parent liaison to increase parent involvement in educational technology and increase at-home learning support.

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

Our curriculum will be stored in a shared drive on Google Drive. It is very user friendly and contains easy access to store and retrieve Pacing Guides for each subject and course. They provide a scope and sequence: a sequential list of units of study and general time frames for instruction. Standards and objectives are linked to each unit. Unit assessments as well as other unit plans are also included within the system. We are continuing to increase the accessibility of digital resources and plans for family access, specifically with the increase of digital learning. We have an e-learning hub for families to easily access digital resources, videos tutorials for learning platforms and more.

- 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.

Coordination, technical assistance, and other support is offered at the school level via our charter sponsor. We receive guidance and feedback from a variety of educational consultants from UCM. These individuals support the growth of programming and assist in coordinating opportunities to grow student achievement and school performance. A team of administrators, principals, instructional coaches, and lead teachers collaborate with parent and family involvement.

- 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.

Parents receive information associated with assessment results, along with plans the school will implement to increase learning success. Each Building Improvement Plan is comprised of SMART Goals and aligned with specific action steps to accomplish each respective goal. These plans are shared with families within our system. Our hope is to create stronger opportunities for parents to better understand school goals, allowing them greater access to materials that will support their child's learning growth. We are continuing to increase the accessibility of digital resources and plans for family access, specifically with the increase of digital learning. We have plans to offer technology training for families. We continue to train parents on technology uses in a variety of ways: whole group learning, recorded screen casts and videos, and one on one meetings when necessary.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

School personnel are a part of the planning process throughout the year. They interact with parents and participate in gathering feedback about ways to support families. Additionally, our Parent Liaison and Social Worker works alongside teachers to educate them about ways to support students and better connect with families. We utilize an application that translates easily for parents and teachers to encourage more frequent communication, minimizing any language barriers.

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.

We continually think of ways to increase PTO (parent teacher organization) and volunteer opportunities. It is our goal to more deeply connect parents to the instruction taking place to support our students. As a district we have also discussed potential opportunities for parent education within our schools within our schools. At the elementary school we will continuously involve parents in discussions around student attendance & policy, student progress & growth as measured by MAP, NWEA, and Fountas & Pinnell. We will focus on academic growth, as measured by MAP in relation to our targeted school status and share intervention strategies. We hold monthly parent meetings centered around academics, social emotional needs, and family support.

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

Optional additional assurances

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

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

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

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

ACCESSIBILITY

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

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

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

5/7/2021

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:

Our average daily attendance is high, at 96%. We continually look for ways to ensure 90/90 attendance at our school. Our student retention rate is high as well, at around 86%.

Weaknesses:

There is a continued need for supports & professional development to best assist our large population of Limited English Proficiency Students. We need to see higher levels of academic success for this population of students.

Indicate needs related to strengths and weaknesses:

Professional development focusing on instruction for ELL students as well as WIDA language assessment results.

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:

NWEA data from fall, winter, and spring. WIDA scores from previous were evaluated. Fountas and Pinnell reading assessment results from fall, winter and spring. Common formative assessment results at each grade level are analyzed regularly. An Early Reading Assessment is also given and analyzed in the fall, winter and spring in grades 3-5. We utilize IXL data monthly to inform instruction and monitor student progress.

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

Strengths:

86% of students were tested in WIDA. WIDA scores show an increase in all four domains of English Proficiency. NWEA and F&P results show consistent student growth.

Weaknesses:

Although there is consistent student growth on all assessments, our students need to show more than an average amount of growth to make up for instructional gaps. We will be monitoring this more closely through NWEA and the conditional growth index.

Indicate needs related to strengths and weaknesses:

Teachers need more support in analyzing and tracking student data in relation to second language development. Our school continues to work to implement regular interventions for students based on data, specifically WIDA data and checks for understanding.

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:

Teachers continue to receive PD/training on administering Early Reading Assessments and Fountas & Pinnell benchmark assessments. Reading and ESL Intervention have been amplified and we are beginning to see gaps closing. Teachers continue to engage in regular PD on ELL strategies. Professional learning communities and data-teaming provide opportunities for teachers to analyze and discuss curricular scope and sequence plans and instructional strategies, with the support of instructional coaches and ESL teachers. At a glance documents connected to new DESE priorities in reading and math are created and guide our scope and sequence. A Tier II reading intervention resource pilot will take place this school year.

Weaknesses:

Curricular scope and sequence plans are complete, but teachers, specifically new teachers to the building, need to analyze and work with them to a more in-depth degree. The new MLS priorities are highlighted. The scope and sequence in upper grades is being revised to include more reading foundations.

Indicate needs related to strengths and weaknesses:

ESL instruction is a continued focus. Teachers also need more PD on data-driven instruction.

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:

The majority of teachers are highly qualified in the grade level they teach. Recruitment and retention of highly qualified staff has increased.

Weaknesses:

Recruitment and retention of high quality teachers from year to year is increasing, but still an area of focus.

Indicate needs related to strengths and weaknesses:

Continued support for new staff members.

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:

We have a high percentage of parent involvement at monthly parent engagement activities as well as family-centered events.

Weaknesses:

Although parental involvement is strong at meetings and family events, we would like to see an increased degree of parental involvement in academic-based activities.

Indicate needs related to strengths and weaknesses:

The majority of parents attend parent-teacher conferences. We have a full PTO (Parent Teacher Organization) board with a high percentage of parent turnout at monthly meetings.

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 low teacher to student ratio in some grade levels. School-wide, we have low incidences of discipline issues. The implementation of Responsive Classroom and the BIST behavior management system is followed with fidelity building-wide. The school has regular awards assemblies to recognize students and their achievements. We have a school-wide core values initiative that includes lessons, programming, pledges and more. We have a newly formed cultural committee which plans celebrations and recognition of Hispanic Heritage, Black History, and Women's History months. They also support resources in the classroom for other cultural content.

Weaknesses:

School-wide procedures are continuing to evolve as we grow.

Indicate needs related to strengths and weaknesses:

Distributed leadership that includes teacher leaders modeling school-wide procedures and expectations continues to be a focus.

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	Professional development and focus on ESL strategy implementation in all classrooms.
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2	Literacy focus in all grade levels, all contents.
3	Use of data to drive instruction and curricular decisions.
4	Tiered Interventions

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)*

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)																																														
1	<input checked="" type="checkbox"/> Math <table style="display: inline-table; vertical-align: middle;"> <tr> <td>K</td> <td><input checked="" type="checkbox"/></td> <td>1</td> <td><input checked="" type="checkbox"/></td> <td>2</td> <td><input checked="" type="checkbox"/></td> <td>3</td> <td><input checked="" type="checkbox"/></td> <td>4</td> <td><input checked="" type="checkbox"/></td> <td>5</td> <td><input type="checkbox"/></td> <td>6</td> <td><input type="checkbox"/></td> <td>7</td> <td><input type="checkbox"/></td> <td>8</td> <td><input type="checkbox"/></td> <td>9</td> <td><input type="checkbox"/></td> <td>10</td> <td><input type="checkbox"/></td> </tr> <tr> <td>11</td> <td><input type="checkbox"/></td> <td>12</td> <td><input type="checkbox"/></td> <td colspan="19"></td> </tr> </table>	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 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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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 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

ESL
 Literacy Teacher(s)
 Library Media Specialist

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input type="checkbox"/>	<input 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="text" value="ESL"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2 Other <input type="text" value="Literacy Teacher(s)"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3	Other Instructional Coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Class size reduction

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>																	
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>																	
<input type="checkbox"/> Math Instruction Only	K	<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

All classrooms focus on small group instruction centered around individual student needs. ESL and literacy support is provided through push-in and pull-out services.

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

Description of how strategy/strategies will strengthen

ESL strategies are implemented to scaffold reading, speaking, listening and writing instructional activities. We will be piloting a tier II reading intervention for 21-22 in select K-5 classrooms.

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

Educators, with the guidance of Instructional Coaches, look at the grade-level curriculum and identify priority Missouri learning standards and create a scope/sequence. They provide enrichment centers for advanced students within the grade-level classrooms.

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

Educators work to identify students who need ESL support. ESL support is provided through teachers and paraprofessionals pushing into their classrooms as well as some teachers pulling small groups for language instruction, based on WIDA level. The school provides consistent professional development on engaging instructional strategies for teachers, centered around academic vocabulary and building students' background knowledge. We have Implemented data-teaming and data cycles to track class-wide and individual student data.

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

Through the CLSD grant, work with Show Me Literacies, MO Reading and Writing Initiatives

Teachers engaging in LETRS literacy training

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

Administrators and Instructional Coaches analyze teachers' feedback about what support they need. We are creating building goals to help drive our PD. PD will be provided on instructional strategies, with an emphasis on ESL and literacy best practices, data driven instruction, and school-wide culture of support that emphasizes social emotional needs.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Some strategies include: administrative and teacher attendance at teacher recruitment fairs, Guadalupe Centers hiring fair, increased website recruitment. Incentives for staff who recommend new staff. Incentives for staff attendance, and awards for staff performance. We have a superintendent's advisory committee that includes teacher representation. Instructional coaches work closely with each teacher to identify and support instructional improvement goals.

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

Describe activities

Kindergarten teachers will spend time in Pre-K classrooms, and vice versa. Pre-K & Kindergarten teachers will meet to plan together. Pre-K students will visit the Kindergarten classrooms in the spring to become familiar with the elementary building. Administrators and counselors collaborate with building administration to discuss specific needs for incoming kindergarten students and best classroom placement to support students' needs. We are hoping to implement a kindergarten round-up in the coming years.

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

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District/LEA Comments

DESE Comments

Email: becci.holden@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education