



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

Funding Application: Plan - School Level - 1925 GUADALUPE CENTERS HIGH SCHOOL Version: Initial Status: Submitted

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 Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

1925 GUADALUPE CENTERS HIGH SCHOOL

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.

An annual event is held in May at each school, and it includes administrators, building staff members, and parents. During the meeting, 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 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 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 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.

- 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)*

Parent groups work closely with principals and teachers to develop a parent compact. Once the parent compact is developed, all stakeholders are responsible for signing and upholding it. The school ensures that the document is provided to all parents and that discussion around the agreement is offered at various times throughout the year.

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

The entire 4th quarter of the 2020-2021 school year was spent reviewing, realigning, and revising curriculum school-wide. This was strategically done to ensure that curriculum was aligned with the most updated MLS standards. Additionally, this allowed for teachers to identify possible learning gaps that were a result of the 2020-2021 school year and plan for how to best support those areas moving forward. It is ultimately the school's responsibility to provide high-quality curriculum and instruction to its students on an ongoing basis. With a systematic approach to reviewing and improving curriculum, quality instruction is possible. School-wide approaches to instruction are commonplace and are the driving force behind how we teach students. Furthermore, the collaborative nature of our school and teams creates a space where high-quality instruction is constantly at the forefront of what we do.

- 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 experts at UCM. These individuals support the growth of programming and assist in coordinating opportunities to evolve student achievement and school performance. A team of administrators, principals, instructional coaches, and lead teachers collaborate to grow 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.

- 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 Liaisons work alongside teachers to educate them about ways to support students and better connect with families. Moving forward, we will utilize information from the Flamboyant Foundation to educate parents and staff.

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 PO (parent organizations) 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. Our parent organization began last year with a small group of parents. Moving forward, we look to expand the number of parents participating in monthly meetings. At a district level, we will begin offering parent workshops (as requested in the 2019-2020 parent survey) during the 2021-2022 (tabled for a year due to COVID) school year.

- 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](#)

1925 GUADALUPE CENTERS HIGH SCHOOL

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:

The high school has the capacity to serve 430 students. Over 90% of our student body is Latinx and 57.3% of our students are coded for ELL. We see the demographics of our students and families as an asset to our school and district. Many of our students speak a second language and have vast cultural experiences.

Weaknesses:

Our school's Free and Reduced lunch percentage is 96%. This poses a challenge for many of our students when it comes to accessing basic necessities, along with any materials that may be required for extra-curricular activities. Additionally, although we are seeing some improvements when it comes to English language development and proficiency, we are still behind the state average for English language proficiency.

Indicate needs related to strengths and weaknesses:

We need to implement new strategies and early interventions that will increase student literacy, while continuing to lean into our students' bilingualism and culture as an asset within our school and individual classrooms.

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:

Student evaluations, ACT Performance

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

Strengths:

Due to the COVID-19 pandemic, there is limited data to report on from the state level. However, a major strength of our school this year was the completion of our first NWEA reading assessment. This is a strength due to the fact that our district has shifted to NWEA K-12 as the assessment tool to gage our reading proficiency. After completing our first assessment in the Fall, we now have baseline data on the number of students reading on grade level school-wide. Additionally, we saw significant growth in our ELA I interim assessments this school year. Students grew from 27.5% scoring proficient or advanced to 71.4% of students scoring proficient or advanced on our final interim assessment of the year.

Weaknesses:

Although we completed our first year using NWEA as our assessment tool for reading, our baseline data of 41% of students reading on grade level is definitely a challenge moving forward towards our district goal of 75% of students reading on grade level by 2023. Additionally, we observed some progress on our ELA II and Government interim assessments, however, the growth does not surpass the percentage of students scoring proficient or advanced on the EOC. Lastly, we continue to observe a decline in our Biology data.

Indicate needs related to strengths and weaknesses:

One of our biggest needs is to continue using NWEA to gage student growth on the NWEA reading exam. Furthermore, we will need to continue seeing significant growth year over year to reach our district goal of 75% of students reading on grade level. A major factor in reaching this goal will be reading growth by upperclassmen (which has been lower than underclassmen). Lastly, we will continue working to see growth in our Biology interim assessments.

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:

During the 4th quarter of this school year, we dedicated our professional development time to reviewing, revising, and realigning our curriculum for the 2021-2022 school year. Each teacher reviewed their scope & sequence with the purpose of identifying gaps that may have occurred due to the COVID-19 pandemic. From there, each teacher highlighted those areas for the following year. Next, each teacher revised their scope & sequence using the new MLS standards. Lastly, teachers realigned their scope & sequence to fit a trimester format since our school is shifting to trimesters during the 2021-2022 school year. This entire process was a major success and will continue to be a part of our professional development on a yearly basis.

Weaknesses:

Now that we have done the internal work to create a quality and viable curriculum that addresses current challenges and upcoming changes, we will spend time focusing on the quality of our formative and summative assessments. Going forward, we will primarily focus on the alignment of these assessments and rigor of each assessment. This process will take place during weekly PLC meetings, professional development, coaching, and through observation feedback.

Indicate needs related to strengths and weaknesses:

Needs pertaining to strengths include revising and assessing our curriculum on an ongoing basis (yearly). This should happen on a regular basis to ensure we are seeing academic success and growth. Additionally, our focus on aligned and rigorous assessments will be a focus going forward. This will primarily take place during our PLC meetings, however, it will extend into PD, coaching, and observation feedback.

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:

Most of our staff have met the criteria for highly qualified and 93.5% of our teachers are appropriately certified. Additionally, 36% of our staff can understand and speak some Spanish or are fluent, which helps when working with mostly Spanish speaking EL students and parents. One of our administrators can also speak Spanish and most of our Support Staff is bilingual (English and Spanish). Additionally, our average teaching experience has increased from 4.9 years in 2019 to 7.3 years of experience in 2020. This, along with limited staff turnover, will be a positive for our students. Finally, our staff retention rates significantly improved from losing 23% of our staff last year to listing just 9% of retainable staff this year.

Weaknesses:

We have very few teachers that meet the qualifications to teach dual credit classes. By supporting teachers in getting 18 graduate hours in their content area, we can increase the number of dual credit classes offered at the high school and lessen the number of Early College students completing dual enrollment on the college campus. Although this is improving, we would like to see this number increase to ultimately benefit our students' opportunity to pursue dual enrollment courses.

Indicate needs related to strengths and weaknesses:

A consistent need is to retain quality teaching staff for 5+ years. Although we are working in the right direction, the long-term success of our school, and ultimately the success of our students, depends on the retention of high quality teachers for an extended period of time. In hiring new staff, and supporting the professional development of current staff, we will continue to search for teachers who have the education to teach dual credit courses.

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 Parent Liaison who is bilingual and whose role it is to bridge the communication between school and home to ensure parents have adequate access to information, services and the support they need to make sure their child achieves academic and social success in school. Many times, parents feel uncomfortable about bringing up concerns, questions, or issues affecting their family, to teachers or other school staff. Given the importance of good communication between home and school, the Parent Liaison listens to the concern and works with the family to make sure the concern or situation is properly expressed and understood. The Parent Liaison works to resolve the issue and further support the family to minimize or eliminate anything that may be hindering the child's success in school. She also helps the family understand how to get involved and participate in school programs and activities, explain grade expectations, academic reports, provide literature or pamphlets on specific academic or social topics, make referrals to community groups or agencies for additional support, etc. In addition to the support of our Parent Liaison, our district has invested in an application called Talking Points. This app allows parents to send a text message in their native language, which is then translated into English for our English speaking staff. The staff can then respond in English and the parent will receive the message in Spanish, or their native language. This has been a tremendous success in bridging the language barrier between staff and parents.

Weaknesses:

We have not done a consistent job of implementing our Parent Organization program whose primary goal is the fostering of a strong connection between schools and parents. The goal of our Parent Organization is to foster a relationship between parents and the school community. In doing so, we will work together to provide the best possible school experience for all students.

Indicate needs related to strengths and weaknesses:

We need to re-establish our Parent Organization meeting calendar and define our purpose. We have made this a building goal and will continue to pursue a Parent Organization that meets regularly to help improve our school community.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

The vision of Guadalupe Centers High School is 'Students prepared to positively impact their community'. Therefore, we provide a comprehensive education program that ensures each student is college and career ready and has the skills required to be successful in the post-high school environment, including a 4-year university, 2 year community college, a technical school, trade apprenticeships, military, or the general workforce. Through the development of our Real World Learning academies, students have the opportunity to participate in our Early College Academy, Career Academy, or our Impact Academy. The driving force behind the development of our academy model is student choice in determining what they would like to do after high school. Additionally, we have added a new quality partnership with Summit Tech Academy and we have developed a program for students to complete Client Connected Projects during the school day through our Impact Academy.

We take a whole child approach by addressing students' and families' needs and providing wrap around health and social services through the Guadalupe Centers and other agencies. We take pride in delivering a high quality education to all students and establishing a culture of community where high expectations comes with high supports and strong teacher-student relationships is key to success.

Our student-teacher ratio is 13-1, and the school climate is a positive, familial environment. Our approach to student behavior is based on restorative justice which is a philosophical framework that dictates how a community responds to wrongdoing. Restorative justice focuses on righting a wrong committed and repairing the harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers. Restorative Justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals.

We are managed and governed by the Guadalupe Centers Inc., a non-profit organization that has been serving the Latino community in Kansas City for over 100 years offering an array of social services to our students and their families.

Weaknesses:

Due to budget constraints over the last two years, we have lost two support staff members - one Social Worker and one Early College Coordinator. This has led to other staff members taking on more responsibilities to meet the needs of our students. Ultimately, this is unsustainable and will need to be resolved. In order to resolve these issues, we must first begin by having conversations around the needs of our school(s) prior to making highly impactful decisions. Lastly, there could be a better system to streamline some of our wrap-around services into our school settings.

Indicate needs related to strengths and weaknesses:

The most pressing need is more conversation around the future of our schools and district. This will allow us to discuss staffing needs, along with other needs. Additionally, a clear process for streamlining our wrap-around services into our schools would be beneficial.

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	Student's Reading on Grade Level - As the primary focus of our district and school, we need to increase the percentage of students reading on grade level. In doing so, we need to be strategic in developing a plan that will support student growth at an above average rate. This will undoubtedly support overall academic achievement.
2	Use of Data to Drive Instruction - We will continue to refine our PLC practices to ensure that teachers are using student data to drive instruction and intervention planning.
3	

ELL Professional Development - In order to best support our students in working towards reading on grade level, we will need to spend time learning about ELL best practices. This work will inform our 'Approach to Literacy' and how we teach literacy.

4

Attendance - Although we have seen improvement in attendance over the last 3 years, we are still not at our goal of 90% of students in attendance 90% of the time. Our continued focus on attendance will support student academic achievement.

5

Parent Involvement - We are committed to creating a Parent Organization where our parents can have a dedicated space to discuss pertinent issues on a regular basis. The need for this year is to create our Parent Organization, host regular meetings, and identify a small group of parents (5-10) who will attend our meetings on a regular basis.

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

Delivery of Title I funded supplemental instruction services

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>															
<input type="checkbox"/> 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

Our school has spent significant time developing our core Tier 1 instructional practices as well as an instructional coaching model to support the implementation of those practices. Teachers meet weekly in PLCs to focus on student learning by using planned data protocols. Teams either analyze standards, assessments, or student work to make decisions how to adjust instruction. Additionally, we will place a heavy emphasis on our 'Approach to Literacy' this school year with the goal of increasing the number of students reading on grade level.

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

Description of how strategy/strategies will strengthen

Instructional coaching and PLCs are central to our strategy. Teachers work together to consistently implement our identified Tier 1 Practices that support both instruction and classroom practices. We have also implemented grade level teams, which use a PLC structure to focus on Social Emotional Learning and academic advising. This is a shift in focus from previous years. Lastly, we will place an emphasis on our literacy instruction beginning in our beginning of year Instructional Camp.

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

We currently plan to offer after school tutoring interventions. Additionally, we also have a weekly PLC protocol meetings that guides teachers through the process of identifying common gaps in student understanding to better plan supports through tier 2/3 instruction.

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

We've structured partnerships with some third party organizations to provide learning experiences directly tied to student individual career and academic plans.

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

Instructional coaches work in conjunction with building leaders to develop professional development pathways, offering high quality professional development that supports the specific needs of teachers. This occurs in a manner that gives great consideration to the teacher's experience in the field and the priorities of the school and district.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Outside of traditional recruiting, we have a partnership with Teach For America to help us recruit highly qualified teachers. Over the past two years, we have hired several highly effective teachers, most of which were traditionally certified or came to us with previous teaching experience. We will continue supporting our teachers in working towards their goals and provide leadership opportunities for effective teachers. This is a strategic effort to retain quality teachers for 5 or more years.

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.

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District/LEA Comments

DESE Comments

Email: becci.holden@dese.mo.gov

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