



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

Funding Application: Plan - School Level - 3925 GUADALUPE CENTERS MIDDLE 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

3925 GUADALUPE CENTERS MIDDLE

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 the spring 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 participation. 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.

An annual event is held in the spring 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.

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. Parents receive information associated with assessment results, along with plans the school will implement to increase learning success. Each Building Improvement Plan is composed 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 to support our students. As a district we have also discussed potential opportunities for parent education within our schools.

Every Friday we conduct a Facebook Live! For parents to ask questions and hear updated information in both English and Spanish. Because it's done through Facebook Live, parents are able to watch it at their convenience and pose questions that can be answered by our GCMS front office team at any time.

During the 2020-2021 school year, we began Padres Comprometidos. This is a program that helps parents connect to their child and their child's school. They focus on educating parents with technology and providing parents resources through 10 sessions. Parents go through a graduation once they have completed the program and earn a certificate.

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

We conducted an Instructional Camp Prior to the beginning of the school year to make sure all our teachers are educated about our Instructional framework and intervention programs, such as Response to Intervention (RTI) which all closely align to our district's Wildly Important Goal of literacy. Our content curriculum resource is widely available to all staff. We have a very detailed scope and sequence aligned to the Missouri learning Standards. It is very user friendly and contains easy access to store and retrieve pacing guide standards for each subject and course. They provide a sequential list of units of student and general time frames. Standards and objectives are linked to each unit. There is the capability to attach unit assessments as well as other unit plans within the system. Simply by clicking the links, you are able to drill down and get more information.

While students were virtual due to the pandemic, teachers reduced the amount of priority standards to ensure the essential standards were met. Teachers adapted their instruction to fit a 100% virtual model that included formative assessments using resources such as Classkick, Quizzes, Peardeck, and Nearpod.

Throughout the school year, we utilize data teaming to analyze academic performance on the NWEA, CFAs, IXL, Lexia, and the MAP assessments.

- 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 received 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 enhance parent and family involvement.

Additional assistance for families is provided through numerous cohorts within Padres Comprometidos.

- 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 composed of SMART Goals and aligned with specific action steps to accomplish each respective goal. These plans are shared with families within our system. We continue 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 by providing parent education nights led by several members of our staff at least once a month.

Hotspots, Chromebooks and virtual meetings are provided for families through numerous cohorts within Padres Comprometidos. All parents who complete the program go through a graduation ceremony and receive a certificate of completion.

- 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.

We continue 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 by providing parent education nights led by several members of our staff at least once a month.

For the 2020-2021 school year, AZTEC teachers called families weekly to ensure parents were up-to-date on their child's grades, behavior, attendance, and progress in school. Parent teacher conferences were also conducted virtually, which increased parent involvement and attendance to 100%.

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 organizations) and volunteer opportunities. It is our goal to more deeply connect parents to the instruction taking place to support our students. We continue 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 do this by providing parent education nights led by several members of our staff at least once a month. This year we added a Facebook Live 30 minute session every Friday so that parents could feel comfortable asking questions in both English and Spanish.

- 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:

Proportional attendance has been over 90% for the last three years, including the current school year.

A high percentage of our students return annually.

Increase bilingual communication for parents.

Providing Online platform for parents and students to get answers/request information through weekly Facebook live sessions.

Weaknesses:

Enrollment continues to increase, making space more limited and increasing class sizes.

Due to the fact that the 5th grade enrollment cap is still at 85 at the elementary school, it makes it more challenging to achieve full enrollment at 6th grade, which means 30-40 students in the 6th grade are coming from different elementaries, rather than a true feeder system from GCES to GCMS.

Indicate needs related to strengths and weaknesses:

Adding more classrooms to our building to accommodate the increase in enrollment.

Attendance is always a work in progress. Continuing to make that a top priority including attendance incentives are essential.

Increasing enrollment at the 5th grade level to ensure enrollment is full at 6th grade and all or most students are coming directly from GCES to GCMS.

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:

MAP - English Arts
NWEA - Reading
MAP - Mathematics
NWEA - Mathematics
MAP - Science
NWEA - Science

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

Strengths:

In 6th grade ELA, 20/92 students scores at or above the norm grade level mean RIT within NWEA.

Within NWEA in 6th grade, the mean RIT score was 203.5, which falls within the RIT range for 6th grade in ELA.

In 7th grade ELA, 28/110 students scores at or above the norm grade level mean RIT within NWEA.

Within NWEA in 6th grade, the mean RIT score was 207.6, which falls within the RIT range for 7th grade in ELA.

In 8th grade ELA, 37/110 students scores at or above the norm grade level mean RIT within NWEA.

Within NWEA in 8th grade, the mean RIT score was 212.8, which falls within the RIT range for 8th grade in ELA.

The longer students are within the GES system, more specifically at GCMS, the higher they tend to score.

Within IXL for math, 14,751 skills were practiced and deemed proficient as students worked through them.

2,529 skills were mastered within math IXL between 6-8 grade.

Weaknesses:

Academic achievement needs to increase at a higher rate within all subjects and grade levels.

Academic achievement tends to drop in 7th grade. We are working to identify the cause(s) of this so that it can be remedied.

Due to the pandemic and 100% of our students being virtual for a minimum of 75% of the school year, academic growth was greatly impacted. Some students struggled more due to distractions at their home environment, including but not limited to technology and wifi issues.

Indicate needs related to strengths and weaknesses:

We need to focus more on data teaming and diving deeper into our NWEA scores. We want to take a closer look at the CGI report within NWEA as well as determine if the weekly formative assessments that NWEA offers could be of assistance to us.

Finding a balance between working on instructional gaps that are not at grade level while teaching grade level content. It's always a struggle to determine how much is the right amount of time for each and where does RTI fall within that?

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:

Learning expectations are clear with identified objectives in student friendly language. All content areas now have curriculum resources and have been trained on them. Vertical alignment on curriculum is done within our building.

Teachers are better equipped to gather informal assessment data on a daily basis and use that to inform their instruction on the spot. (Monitor their teaching and adjust as needed)

Weaknesses:

Vertical alignment is not complete between buildings at the district level.

There are a handful of newer ELA teachers that were not here to be trained on the ELA resource of Pearson. Taking time and funds to properly train them on this resource that we've purchased for an extended period of time would be essential.

The DESE Priority Standards have changed, therefore, our CFAs will need to be changed to reflect the updates.

Indicate needs related to strengths and weaknesses:

Vertical alignment is starting to be a work in progress between buildings at the district level.

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:

Our staff retention rate went from 52% to 72%.

We now have more male teachers and more diversity within our staff.

Weaknesses:

Our average number of years of experience for our staff is 5.4 years with only 38.2% of our staff having advanced degrees.

Indicate needs related to strengths and weaknesses:

Continuing to grow our staff and gain more experiences. We will continue to offer stipends for higher education degrees.

Continuing to provide meaningful PD focused on student achievement and SEL, making sure all needs of the students are being met and teachers are as prepared and supported as possible.

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/Teacher conference attendance is consistently high. Community outreach and parent education nights are offered by schools.

We adjust our daily schedules to accommodate times for parents, particularly during the online learning due to COVID-19.

Parent communication and parents' knowledge on the progress of their child occurred weekly during the 2020-2021 school year.

We held an in person orientation night for our parents and students before school started following strict safety covid guidelines, but felt the need to do that to help our parents and students feel more comfortable with virtual education and to make sure that everyone was aware of the expectations and accountability.

During the 2020-2021 school year, we began using Talking Points. This allowed teachers to independently communicate back and forth with parents in their native language. That increased the amount of communication between teachers and parents.

Weaknesses:

Most of our families work long hours and are not always available to reach by phone during school hours.

There is a language barrier and despite having translators available, that can serve as a challenge at times.

Indicate needs related to strengths and weaknesses:

We continue to utilize our paras and bilingual staff to contact parents on a regular basis.

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:

Our average class size is small when compared to most schools.

We continue to utilize a school wide discipline program, BIST.

Our staff know and recite the mission and vision statements at the start of every meeting. We live our school's mission statement daily.

We have norms and expectations for professional development, PLC and department meetings.

Weaknesses:

Due to budget cuts, we no longer have our Focus Room Supervisor, which is a huge loss for our school.

Indicate needs related to strengths and weaknesses:

After a conversation with our superintendent on May 30th, he has approved the hire of our Focus Room Supervisor.

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	Increased academic achievement
2	Focus heavily on SEL (Social Emotional Learning) for our students throughout the 21/22 school year, especially knowing some students have not set foot into a school building in over a year and a half. This also includes parent support and making sure our parents have all of the resources they need to be successful.
3	Maintain consistent communication with parents and the community as we transition back from virtual instruction, to hybrid instruction, and back to full-time in person instruction for the 2021-2022 school year.
4	Provide an opportunity for summer school to continue to close the gap by focusing on literacy.
5	Continue to work on maintaining a school wide attendance percentage above 90, including attendance incentives.

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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 checked="" type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental Science	<input checked="" type="checkbox"/>	<input checked="" 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**

1. Staff each building with two instructional coaches.
2. Use ESL strategies in each classroom (vocabulary development, interaction, thinking maps)
3. Implement formative assessment and reteaching.
4. Quarterly interim assessments
5. Professional development aligned to strategies
6. Scope and sequence improvement of curriculum
7. New curriculum resources in ELA, Social Studies, and math
8. Implement Early Warning Systems
9. Various tracking and monitoring strategies
10. Incentive systems
11. Implement BIST
12. Student intervention teams
13. Increase parent involvement
14. Increase communication with parents (e.g., early notification of attendance issues)
15. Parent liaison in each building
16. Implement PTOs at each building
17. Provide parent education classes
- 18 Solicit survey data from parents and other stakeholders

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

ESL Classes, ESL paraprofessional push-in support, Special Education resource classes, Special Education pull out and push-in support.

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

Description of how strategy/strategies will strengthen

Consistent ESL strategies are used throughout grade levels and content areas. Instructional coaches for Math/Science and ELA/Social Studies are on staff to work with teachers.

- 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

After school tutoring is offered for students scoring below basic on the MAP. Summer courses are offered for students not meeting academic benchmarks for their grade level. We also use NWEA and WIDA scores.

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

After school tutoring is offered for students scoring below basic on the MAP. Summer courses are offered for students not meeting academic benchmarks for their grade level.

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

Continue extracurricular activities (STEM Club, MOCSA, Green Dot, student council, Girls on the Run, Drama Club etc...).

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

Weekly professional development on scope and sequence, ESL, data driven instruction, Instructional framework model, CFA analysis, data teaming, reteaching, BIST, SPED, .

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Participating in not only college career fairs but also hosting our own district career fair

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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