



District/LEA: 066-105 SCHOOL OF THE OSAGE Year: 2021-2022

Funding Application: Plan - School Level - 3000 OSAGE UPPER ELEM. Version: Initial Status: Submitted

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

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

### 3000 OSAGE UPPER ELEM.

#### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide  
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

We post this policy online, in handbooks, and discuss at parent engagement nights. We review the policy and request face-to-face input, survey input, and provide option for emailing comments, questions, and or suggestions. We have also collaborated with our OFP tribe in the formation of the Osage Family Partnership which serves as an additional sounding board and clearing house for input and review.

- 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.

All information is provided to parents for their review and input during parent advisory meetings.

- 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.

Input is sought from parents via surveys, focus-groups, one-on-one conversations and via the Osage Family Partnership meetings.

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.

We post this policy online, in handbooks, and discuss at parent engagement nights. We review the policy and request face-to-face input, survey input, and provide options for emailing comments, questions, and or suggestions. We have also collaborated with our OFP tribe in the formation of the Osage Family Partnership which serves as an additional sounding board and clearing house for input and review.

- 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.

We send information home via the mail, inclusive of assessment and strengths reports. We provide opportunity for face-to-face explanation at scheduled family engagement opportunities. September's provides an overview of curriculum, digital resources, and iReady assessment suite. This takes place during our strengths based parenting night, meet the teacher, and goal setting events. Communicating student goals to parents will be a top priority especially in iReady reading and Accelerated Reader. In February, we go deeper with these same things and provide specific strategies customized for each student's strengths. During these discussions, goals are revisited with the teacher, student, and families. Reflection on growth and areas of continued improvement is discussed with families. New goals are set and a plan for accomplishing those goals are established by the teacher, student and parent. In the spring we provide an overview and a round up for the year with suggested strategies for summer growth. This information is also posted to our website, through Remind, and the superintendent's weekly updates.

- 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)*

1. Provide a home environment and space that will support and inspire my child to learn.  
 2. Make sure my child gets adequate sleep and has a healthy diet.  
 3. Make sure my child is at school on time and attends regularly.  
 4. Spend time reading with my child every day and help my child begin an ongoing home library.  
 5. Make a point to find time each day to discuss what my child has learned at school.  
 6. Communicate and work with teachers and school staff to support and challenge my child academically and socially to be the best that he/she can be

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

1. Create an effective learning environment to promote high achievement.  
 2. Teach high quality curriculum and instruction  
 3. Be aware of strengths and needs of your child.  
 4. Regularly communicate with you on your child's performance.  
 5. Provide a safe, supportive and effective learning environment where your child will be responsible for his/her own behavior and learning.  
 6. Respect the differences of all children and their families.

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.

School of the Osage begins supporting parents in the year prior to the school year in which the student is enrolled. We meet with parents in the spring at our Time to Rise orientation. We meet with parents in the fall and winter to discuss academic achievement as assessed via the tools stipulated in the BOE approved assessment plan. We explain iReady reports and offer strategies for improvement at home.

- 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.

We distribute assessment results for iReady after diagnostics are gathered. These results are specifically shared during parent-teacher conferences providing an opportunity for the parents and teachers to collaborate about their student's progress and determine next steps for academic achievement. Ensuring students have a clear understanding of their strengths will help set student goals. Student goal setting will create a path for accomplishment in iReady and Accelerated Reader plus communicate to parents with clear expectations what students should know, what they already know, and what academic steps need to be taken for student growth. We work with our Osage Family Partnership to distribute tools including strengths-based parenting books. Parents are provided an opportunity during our Strengths-based information session to learn about their students top strengths or how to spot student strengths. Using this strengths based session information the parent learns how to help use and support their students' strengths. Parents can choose to participate in a goal setting night where students iReady scores and Accelerated Reader goals are communicated to parents. During this time, parents, students, along with guidance from the teacher, create a plan for steps they can take at home to help reach their goal.

- 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.

Staff is trained at the beginning of each year by our building strengths coach as a way to spot student strengths and how the teachers can capitalize on these strengths in the classroom. We also provide opportunities for staff and parents to participate in a Strengths-Based Parenting Night where they can learn about student strengths. Our strategic plan includes a pillar based upon the standards of the National Parent Teacher Association. We educate our staff on this plan and how to collaborate with parents and students.

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.

School of the Osage coordinates and integrates with other federal programs and services including LEP, Homeless, immigrant and migrant services. All federal programs are being coordinated at Central Office which will increase efficiency and effectiveness while reducing redundancy and duplication of services.

- 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](#) >

**3000 OSAGE UPPER ELEM.****COMPREHENSIVE NEEDS ASSESSMENT (school level)**

*Section 1114(b)(6)*

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

Date of Needs Assessment

**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 student demographic has remained consistent over the past years. While there has been a slight increase in enrollment, there has been no significant change in levels of ethnicity or socioeconomic status.

Weaknesses:

Our students comprised of socioeconomic status continue to struggle with reading comprehension, particularly in the area of non-fiction text and phonics instruction, at higher rates than the total population. Furthermore, students identified in tier 2 and 3 behaviors continue to intensify resulting in a need for continued social emotional learning for students and staff development for staff.

Indicate needs related to strengths and weaknesses:

To support our struggling students, the building will need to increase support services provided to students and teachers. This includes teacher delivery of instruction, prescriptive academic and social interventions, analysis of students' assessments, and the advancement of clear student mastery expectations with the development of learning progressions.

### 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:

i-Ready Diagnostic Assessment

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

Strengths:

When comparing building level iReady reading data to national iReady reading results, the building is slightly above the national norm for iReady reading.

Weaknesses:

Not all students are reaching their typical growth goal as measured by iReady. Specifically, students who exhibit an achievement gap when entering the grade level. The achievement gap has extended, specifically for students in various subgroups as a result of the pandemic learning loss. Students' learning loss was noted as minimal when compared to pre-pandemic data. As a result of this, stagnant learning growth has occurred.

Indicate needs related to strengths and weaknesses:

Ensure targeted interventions support all students growing one full academic year in reading and math. Alleviate the subgroup achievement gap with a strategic focus on student goal setting in Accelerated Reader and iReady reading. Because of this, teachers will need a high level of understanding through the development of learning reflects and the facilitation of student learning reflection.

### 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:

Our implementation of Professional Learning Communities provides a focus on priority learning standards which are also tied to BOE approved curriculum. Teams meet weekly and are supported by instructional coaches. Teachers work together collaboratively to develop pacing guides and assessments of learning.

Weaknesses:

Rigor and relevance of deep levels of student understanding with opportunities for students critically thinking is not consistent. A building level framework for writing instruction and teacher support for writing/reading in classroom is inconsistent. Teacher expectations for student mastery of learning targets and priority learning standards are inconsistent. With a partnership through the RPDC, staff can be guided to ensure a consistent message of student mastery for PLO's and learning targets can be clearly communicated.

Indicate needs related to strengths and weaknesses:

Continued focus and support on developing instructional pacing guides and aligning assessments that are relevant and rigorous. Development of learning progressions will help teachers to have collaborative conversations about academic achievement with students, and families. In addition, the use of canvas as an avenue to navigate instruction for students during all types of instructions. Alignment of strengths-based instruction and strengths-based parenting initiatives to support student achievement are also significant components of the strategy.

### High Quality Professional Staff

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

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

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

Strengths:

All principals and teachers participate in high quality professional development plans tailored to individualized growth needs focused around effective impact on student achievement. Strengths-based work is deployed to maximize individual efficacy in terms of meeting the collective mission of the district.

Weaknesses:

Providing opportunities for our staff to ensure high quality learning during contract time continues to be a struggle for us.

Indicate needs related to strengths and weaknesses:

District and building leaders will continue to lead high quality staff development and learning opportunities as aligned with our innovative professional development planning tool/menu.

### 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:

Using our Studer Parent Survey, parents indicated they felt their child's learning is a high priority at the school and the would recommend this school to other parents. Parents are provided information on academic performance and personalized strengths. Strengths-based parenting collaboration.

Weaknesses:

Parents would like more information on strategies on how to grow their strengths and increase their students' academic performance; however, parental attendance is low on provided nights at the Upper Elementary on how to grow your students academically.

Indicate needs related to strengths and weaknesses:

Enhanced support for use of iReady data by parents and a continuation of how parents can implement and use strengths based parenting in collaboration with the school. Through the use of the Communication Plan developed for the 20-21 school year, teachers will be asked to contact parents monthly regarding their students progress throughout the year.

**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 utilize our PBIS data as a way to monitor student discipline. In addition, teachers complete a school safety survey sponsored by PBIS which is used to measure the climate and safety of the building. Each year the staff is asked to complete a NEE Principal Survey and Studer employee engagement survey. This information is used to monitor the school climate, mission/vision, and governance/management.

Weaknesses:

Protocols and consistent implementation for feedback relative to academic rigor and individualized learning is needed.

Indicate needs related to strengths and weaknesses:

The building principals and instructional coach will continue to evaluate student strength data and student learning data to provide support for staff to have structures to consistently and rigorously advanced student achievement for all students, particularly relative to reading comprehension. Panorama will be used to survey students to identify social emotional needs of students and prescribed interventions. Professional development for teachers and administrators will be needed.

**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

[Empty table structure for listing prioritized needs]

	All students will grow one full academic year in reading.
2	All students will be able to articulate their reading goal/strength and explain how they are going to accomplish this goal.
3	90% of students will attend school 90% of the time.
4	Partner with parents in continuous collaboration to support students' learning and healthy development at home and at school.

Schoolwide Program [Hide](#)

**3000 OSAGE UPPER ELEM.**

**SCHOOLWIDE PROGRAM**

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Windy Borders	
2	Teacher	Jordan Robertson	
3	Principal	Chris Wolf	
4	Parent	Shantel Newhart	
Plan Development Meeting Dates			
	Meeting Date		
1		05/14/2021	

**COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS**

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A	Holly Birdsley	Director of Federal Progr
2	Title IV.A	Laura Nelson	Director of Federal Progr
3	Spec. Ed. Part B Entitlement	Rachel Bullock	Director of Special Educ

**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 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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
2	<input checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

		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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

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

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Students will participate in targeted instruction designed to meet their needs. Data will be collected and reviewed to identify students who need academic support. Data is discussed during PLC's to identify instructional opportunities for students along with instructional improvements. This support will be provided during tier one instruction and tier two instruction. The implementation of readers workshop and writers workshop framework for instructional practices will be implemented into classroom structures. The use of guided reading groups and leveled reading materials will help to meet the needs of students at their independent and instructional reading levels to support student comprehension. Grade levels meet with the instructional coach as a determinate for instructional planning purposes for classroom instruction. During PLC time teachers will work with Mark Clements from RPDC to reform grading practices, develop cognitive outcomes through developing grading criteria, and implement proficiency scales for PLO's. Using iReady diagnostic results and the iReady toolbox, teachers can access student data which then has prescribed lessons dedicated to helping the teacher with interventions for students based upon the students skill level.

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

Description of how strateav/strategie will strengthen

Building wide reader's workshop has been implemented and continues to be supported via professional development and targeted instructional feedback geared towards ensuring student growth. In collaboration with the building principals, instructional coaches, and classroom teachers a continued framework for the development of focus on developing a framework for writers workshop focused on developing writers in all content areas. In addition the utilization of standards based grading will allow for the analyzation of student growth expectations. When proficiency scales are developed through collaboration, teachers have a consistent message to students and parents that communicate what student mastery looks like for the standards. Teachers will communicate where students academic achievement level stands and what steps the student, parent, and teacher need to take to master the goal.

Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

Tutoring- extended tutoring using interventions and iReady, Panorama data to specifically target students who need additional support academically or emotionally.

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Students will be provided additional instructional strategies based on needs. Building wide writers workshop and reading workshop has been implemented and continues to be supported via professional development and targeted instructional feedback geared towards ensuring student growth. These approaches allow us to enrich and accelerate the curriculum as merited by individual student needs. The development of standards based processes will support the growth expectations of students and teachers by providing feedback centered of student/teacher feedback. The use of proficiency scales stimulates the understanding of student expectations and student mastery; therefore providing common language and student mastery of the standard. The iReady toolbox will provide access for teachers to lessons and instructional strategies to help support, enrich and accelerate curriculum.

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

Students will be provided additional doses of instruction via a reading interventionist. At risk students will be targeted through after school tutoring as well.

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

[Empty text box]

- 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

[Empty text box]

- Professional development activities that address the prioritized needs

Describe activities

Standards based grading/collaborative coach

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

Describe activities

[Empty text box]

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

Describe activities

[Empty text box]

### 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.



- Save Comments
- School Level Plan Home
- Print
- Cancel Print Mode

**District/LEA Comments**

**DESE Comments**