



District/LEA: 036-133 LONEDELL R-14 Year: 2020-2021

Funding Application: Plan - School Level - 4020 LONEDELL ELEM. Version: Initial Status: Approved

ePeGS

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](#)

## 4020 LONEDELL 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.

The school parent and family engagement policy is developed jointly with, distributed to, and agreed upon with parents of participating children. We seek and obtain agreement of parents to the parent and family engagement policy through our fall and spring meetings and distribution of the policy to all involved families. Information from the meeting is sent home with all enrolled families following the meeting.

- 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.

LEA and school-wide plan reviewed at Fall and Annual Review meeting in the spring. Any parent comments are recorded and included in the agenda minutes.

- 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.

LEA and school-wide plan reviewed at Fall and Annual Review meeting in the spring. Any parent comments are recorded and included in the agenda minutes

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.

Annual fall meeting agenda will include:  
The parent and family engagement policy, the District wide policy 1621, school/family compact, teacher qualifications and certifications, school participation in Title I.A., Parents right to know and parents rights to be involved.

- 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.

Fall meeting agenda will include:  
Title services available  
Title push-in scheduling  
Academic Assessments- DRA, evaluate, grade level common assessments, AIMSweb and MAP  
PAST  
Spelling Screener

- 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)*

Parents will ensure their child receives the proper amount of sleep, a good meal, has proper school supplies and attends school every day. They will ensure their child spends the appropriate amount of time in home study and preparation for his/her class. Parents will participate in decisions relating to their child's education, Parents will promote positive use of extracurricular time. Parents will stay informed about their child's education and communicating with the school district by promptly reading all notices and responding as appropriate. Parents will meet with their child's teacher and inquire about his/her progress in school work; contacting the teacher or principal with concerns about problems.

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

Hold parent teacher conferences at least two times annually, during 1st and 3rd quarter.  
 Host an open house during the first week of school.  
 Provide parents with frequent reports on their child's progress.  
 The school will send Progress Reports (mid-quarter) and report cards at the end of the quarter.  
 The school will provide parents reasonable access to staff.  
 Provide parents opportunities to volunteer and participate in their child's class.

- 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.

MLS, MAP, assessments, student progress and how to work with your students will be discussed during the fall and spring meetings. They are agenda items during both meetings each year. These topics are also addressed throughout the year in newsletters, phone blasts, website resources and parent/teacher conferences.

- 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.

School wide Newsletters contain a section called "Title 1 Tidbits" that give helpful hints on activities you can do with your child at home to improve achievement. Title 1 family fun nights have activities to do with your child, as well as take home activities.

- 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.

At the beginning of each school year the staff is trained in parent/teacher communication expectations. It is an expectation of our school that you contact parents weekly with either a conduct card (middle school) which displays their child's progress or a weekly newsletter in the elementary. Teachers are required to participate and host parent teacher conferences twice a year.

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.

Lonedell R-14 integrates Title 1 with Head Start of Franklin County, our local preschool program, PAT, Special Education. These entities work together to serve at-risk students in our district. Coordination of the programs is a priority in our district. We review existing services to make sure we don't have redundancy in service. We have added a school social worker on staff 3 days a week who helps families when needed in terms of locating and accessing resources that may be needed.

- 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](#)

#### 4020 LONEDELL 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

6/15/2020

**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:

Class sizes are below DESE standards  
 Attendance averages in low to mid-90%.  
 Free and reduced rate is steadily maintained near 50%.  
 Language barriers are not predominant in our school district.

Weaknesses:

Increased resources for students' mental health and behavior concerns are a need  
 Pockets of mobility  
 Increased discipline (regarding physical aggression)  
 Decreased funding at local and state levels  
 Decreased enrollment  
 Access to high speed and reliable internet is nonexistent in over half our homes

Indicate needs related to strengths and weaknesses:

More resources are needed for mental health concerns for students and families.

**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:

DRA Scores, Evaluate data, AIMSweb, common formative assessments and historical data.  
 MAP data is historical data and not current year data as the MAP assessment was not given this year due to the pandemic.

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

Strengths:

ELA Scores on MAP steadily increase each year  
 We have high ELA achievement on the MAP in all grade levels as compared to the state average.  
 The implementation of LETRS training has staff feeling more confident in their abilities and preparation for teaching reading.

## Weaknesses:

Reading Recovery effectiveness is not steady from year to year. We continue to monitor this program and it's effectiveness in our district.  
 Discontinuation rates are not where we would like to see them. We discontinued Reading Recovery for the 2020-21 school year due to a lack of progress in this program.  
 Math scores are equal to or higher than the state average in all grade levels except 5th grade according to last year's results.

## Indicate needs related to strengths and weaknesses:

A need to study the effectiveness of the Reading Recovery Program as we did in 2018-2019. We have made some changes to the RR program scheduling as well as taking a deeper look at when students are picked up for services. We are looking at language needs in regards to our students in this area as a prerequisite to reading.  
 Fifth grade students have been moved into the elementary rotation and out of the middle school rotation and will continue to remain that way for the 2019-2020 school year. We have created a stronger support system for our teacher of 5th grade math by doing so and creating a PLC group for 4th and 5th grade in our building.

**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:

Instructional teaching methods coaches facilitate uniformity in addressing best practices for instruction across grade levels.  
 Professional Learning Community teams support instructional practices and data analysis.  
 PLC work helps facilitate standards based learning with the implementation of I can statements and identification of power standards and supporting standards.  
 MMD work in our district has helped unify best practices and focus on best practices in regards to developing assessment capable learners and giving feedback to students.  
 LETRS training has been a very welcome addition to our district and staff have learned a great deal about teaching reading as a result of these trainings.

## Weaknesses:

Early language deficits are a concern

Indicate needs related to strengths and weaknesses:

Study of, and possible implementation of early language programs

**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 is trained in many areas such as PLC, CW, MMD, dyslexia, trauma-informed care, KAGAN, etc  
Our staff averages 84.27 hours of PD per year as compared to DESE's recommended 15-30 hours each year.

Weaknesses:

Language acquisition training  
Time for professional development trainings

Indicate needs related to strengths and weaknesses:

A need for continued training in dyslexia  
Alternative routes to complete mandated state and federal trainings so more time is open for professional development regarding instruction

**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 near 100% participation in parent and teacher conferences each year. parent surveys show that parents feel welcomed in our district. High level of parent participation in family fun night and open house. More parents are interacting with our facebook platform and we have tried to leverage this resource for our district by adding important links and information to the site.

Weaknesses:

Decreased participation in district meetings.

Indicate needs related to strengths and weaknesses:

Increased participation by parents

**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:

Class sizes are smaller than DESE recommended.  
 Awarded exemplary PLC school  
 High academic performance

Weaknesses:

Discipline and mental health concerns for a small group of students is rising.

Indicate needs related to strengths and weaknesses:

More mental health resources

**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	A continued focus on Assessment Capable Learners helping kids to have a deeper understanding of how to assess their own learning.
2	Introduce more students to STEAM activities in the classroom.
3	Focus on Trauma informed care in the school setting.

Schoolwide Program [Hide](#)

**4020 LONEDELL 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	Kelly Dierker



ESEA Building Level Plans

2	Teacher	Sarah Britton	
3	Principal	Wayne Dierker	
4	Teacher	Leslie Henson	
5	Parent	Erica Calhoun	
6	Others	Sue Crumbaugh	
Plan Development Meeting Dates			
1	Meeting Date	06/15/2020	

**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	Jenny Ulrich	Federal Programs Coordinator
2	Title IV.A	Jenny Ulrich	Federal Programs Coordinator
3	Title I School Improvement (a)	Jenny Ulrich	Federal Programs Coordinator
4	McKinney-Vento	Jenny Ulrich	Homeless Coordinator

**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"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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 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"/>
4	<input type="checkbox"/> Other	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	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 type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ESEA Building Level Plans

Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

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

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

utilizing PLC model, PBIS, RtI, small group instruction, pull out and push in services, will give struggling learners a lot of direct instruction along with decreasing student to teacher ratio during push-in. PLC data teaming helps staff to ascertain whether standards are being met or if Tier 3 intervention is necessary.

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

Description of how strategy/strategies will strengthen

Utilizing RTI and PLC process with strengthen the acadmeic program in the school becasue it keeps the focus on learning, not teaching. It helps staff identify what students have mastered the content, not just that the content has been taught. Our participation in MMD has also expanded our knowledge base of assessment capable learners and feedback to students.

- 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

RTI helps to provide an enriched and accelerted curriculum by identifying students who have already mastered the learning standard and are ready to move on. These students can do accelearted learning during RTI time when appropriate. The addition of STEAM classes also allow for more discovery learning in a hands-on approach.

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

Activities such as specialized instructional supports help meet the needs of those at risk of not meeting the MLS by giving one on one or small group instruction to those students in need.  
Mental health programs help students at risk by removing barriers placed on their learning by mental health issues.

Activities will (mark all that apply)

**Improving students' skills outside the academic subject areas**

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

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

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

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

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

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

**Professional development activities that address the prioritized needs**

Describe activities

Our district will engage in work with Missouri Model District initiative and DESE to focus on ACL in the classroom.  
We are in the second year of engagement with Franklin County cares for an 18 month program addressing trauma informed care in the classroom.  
Site visits to successful STEM and STEAM programs throughout the state to learn from other districts about successful implementation of this type of classrooms/programs.  
Participation in LETRS training will continue for the 2020-21 school year.

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

Describe activities

Our district implemented a pay scale that rewards teachers for longevity in the district by adding in benchmark years. At years 5, 10, 15 and 20 our teachers receive a greater pay increase. We hope that this will help retain effective teachers.  
We also offer high quality professional development and support to our staff. Teachers who feel supported and prepared are more likely to be retained than those who aren't.

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

Describe activities

Transition meetings are held and preschool teachers, parents, admin are present. We discuss students' needs upon entry to kindergarten. We prepare for any special needs, instruction or services that may be beneficial to the students as they enter school. In 2019-2020 these meetings were not held due to the closure of school.

**SCHOOLWIDE POOL FUNDING**

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

**PARENT COMMENTS** Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

**DESE Comments**

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**Email:** [kathleen.schwartz@dese.mo.gov](mailto:kathleen.schwartz@dese.mo.gov)

**Current User:** Julrich1

Improving Lives through Education

Ver.