



District/LEA: 050-014 DESOTO 73 Year: 2023-2024

Funding Application: Plan - School Level - 4010 ATHENA ELEM. Version: Revision 1 Status: Created

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

4010 ATHENA 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 (selected)
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.

Policies are posted on the website and available for discussion at board meetings. We also have a program established to allow staff to request approval for funding for family involvement events, in an effort to provide what families want and need. This allows for schools to personalize what they offer to their

- 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.

We involved parents, administrators, and staff in the annual program evaluation meetings in both the Fall and Spring. We also present the program's board report at an open meeting.

- 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.

Our policy is approved annually at an open board meeting. We also discuss the importance of family engagement at our fall and spring building meetings.

We also have a program established to allow staff to request approval for funding for family involvement events, in an effort to provide what families want and need. This allows for schools to personalize what they offer to their

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 distribute and collect signed Parent Compacts. We also have our annual Fall and Spring meetings at the building level. We also use Title I Funds to offer a program established to allow staff to request approval for funding for parent involvement events. Many of our students participate in a pull-out Title program, so many parents are personally familiar with the program.

- 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 use our parent-teacher conferences to explain classroom, benchmark, and state assessment results. Any results that go home also include an explanation of how to interpret the data.

We also provide School Connection newsletters that include reading tips and strategies which help with understanding what is happening in the classroom.

- 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)*

These are included on our compact:

- Believe that my child can learn
- Respect my child and his/her teachers
- Attend conferences and communicate with my child's teachers regularly
- Ensure that my child is on time and attends school regularly
- Read and practice math skills with my child every day

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

These are included on our compact:

- Believe that all children can learn
- Respect all students, parents, and colleagues
- Provide high-quality instruction in a supportive environment
- Communicate regularly with parents concerning student progress
- Seek ways to inform parents and encourage parental involvement in school

- 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.

We use our parent-teacher conferences to explain classroom, benchmark, and state assessment results. Any results that go home also include an explanation of how to interpret the data.

We also provide School Connection newsletters that include reading tips and strategies which help with understanding what is happening in the classroom.

- 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 use our parent-teacher conferences to explain classroom, benchmark, and state assessment results. Any results that go home also include an explanation of how to interpret the data.

We also provide School Connection newsletters that include reading tips and strategies which helps with understanding what is happening in the classroom.

- 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.

Our district established a parent involvement program (developed by a collaborative committee of educators and parents) specifically to increase engagement. One of our strategic planning focus areas is to increase communication outside of the district. We also have staff who attend parent events which helps them foster relationships.

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 have a very active PAT program which provides options for group connections and transition support. We do have an ECC in our district, so we start developing family relationships very early on.

- 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)*

Save

Comprehensive Needs Assessment [Hide](#)

4010 ATHENA 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

6/2/2023

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:

DISCIPLINE
 According to our SIS Pulse discipline data, discipline for identified Title I students is consistent with other averages for type of offense, and the majority are for minor offenses. There is nothing outstanding that raises flags for these students or our building as a whole. We continue to support positive behaviors and address needs by dedicating one day a month in our data teams to

Weaknesses:

DISCIPLINE
 We still have a high number of students reading well below grade level, or struggling on foundational reading components in our K-4 grades. While our Title teachers showed tremendous growth with their serviced students last year (55% were moved to on level or 1 below by the end of last year), we still have a lot of work to do. We will continue this work along with the new required

Indicate needs related to strengths and weaknesses:

We have a need to continue a focus on Supplemental Reading Instruction at the lower K-4 levels.

There is a need to review transition processes for students entering the school mid-year.

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:

Local Benchmark Assessments
 Local Common Assessments

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

Strengths:

We saw positives in ELA in:
 -Listening and summarizing what was said
 -Paraphrasing what was read
 -Note-taking
 -Summarizing/sequencing a plot
 -Describing characters

Weaknesses:

We see opportunities for improvement in ELA in:
 -Identifying main idea/ details
 -Using textual support when responding
 -Drawing and supporting conclusions in informational texts
 -Understanding figurative language/common idioms
 -Using context clues to puzzle unknown words

Indicate needs related to strengths and weaknesses:

One of the areas we plan to focus improvement resources on is the consistent administration of benchmark and common assessments, as well as the analysis and interpretation of the data provided.

We noticed that our students are performing well on level 1 and 2 types of tasks (basic recall/identification, simple applications, surface-level

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:

For the past five years, our district has made huge gains in the development of aligned curriculum documents and deep study of the MLS. We have updated our math curricular materials to better align to the increased expectations. We have common language and scoring expectations for our writing, K-12. We are 1:1 with Chromebooks in grades K-12. We have implemented new ELA materials starting next year. We are digging deeply into an extended study of the Gradual Release

Weaknesses:

We are continuing to work toward using our technology to both scaffold and engage direct instruction, not replace it. We have a technology coach who is invaluable in supporting effective technology integration.

While we are feeling more comfortable with our new math resource, the shifts in instructional expectations for mathematics take time to make. Ongoing

Indicate needs related to strengths and weaknesses:

1. Continue to deliver HQI through gradual release
2. Accelerate learning for missing prerequisite skills through RTI
3. Continue our work around priority standards and formative assessment of missing prerequisite skills
4. Utilize the new assessment platform to centralize assessment data and facilitate comparison and response

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 average years of experience for our staff is 14.7 years, resulting in many years of collective experience and efficacy. 63.8% hold advanced degrees.

Weaknesses:

We struggle to staff subs fully, which can affect multiple classrooms.
We continue to have reductions in FTEs which resulted in teachers moving grade-levels. While they will become familiar with their MLS and student development at those levels, it takes time and can add stress.

Indicate needs related to strengths and weaknesses:

- Continue to promote subbing in our district to avoid lost instructional time
 - Monitor stress and morale and support collaboration
 - Focus professional development on effective assessment use and response
- We will have a new Principal at Athena this year which can be a positive, but also can be a transition period for staff and students.

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 now have a very active Booster organization and take full advantage of the funds the district provides for Family Involvement Events. We utilize the following engagement activities at our building:

- Family Movie Night
- Literacy Night
- Celebration Bus (home visits for students of the month)

Weaknesses:

Our families struggle with transportation and childcare, as well as internet connectivity.

We are unique compared to the other buildings in the district because we are separated from the main part of town where the other buildings are located. This can sometimes affect our families' participation in district events held

Indicate needs related to strengths and weaknesses:

Need to utilize multiple approaches to maintain open communication
Possibly need to build in childcare for events not focused on student activity

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:

As a staff, we have a strong family feel. We support one another and do whatever it takes for kids. We recognize the academic, basic, and social-emotional needs of our students and prepare systems of support to meet them.

Weaknesses:

Our staff has experienced some change over the past several years. They have seen continually declining enrollment numbers, which has resulted in several FTEs being absorbed through attrition and some staff being asked to shift grade-levels and contents. While these are necessary changes, they are changes nonetheless and add to the stress of a complex job.

Indicate needs related to strengths and weaknesses:

Continually monitor stress and morale in the building and maintain open lines of communication with staff about long-term planning and district decision.

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	Focus on supplemental Reading instruction and intervention support at our lower K-4 levels. This includes the addition of LETRS and Pathways training PD.	Delete
2	Continue to focus on alignment to standards with curriculum	Delete
3	Create assessments in new assessment platform and support effective use of assessment data	Delete

Add Save

Save

Schoolwide Program [Hide](#)

4010 ATHENA 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	Ashley Jennings	
2	Teacher	Bonnie Sampson	
3	Principal	Whitney Carter	
4	Parent	Jonathan Cook	Delete
5	Teacher	Lindsay Webb	Delete

Plan Development Meeting Dates			
	Meeting Date		
1	02/21/2023		

Add Team Member Add Meeting Date Save

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	Ron Farrow	Asst. Supt. C&I
2	Spec. Ed. State and Local Funds	Debbie Killingsworth	SPED Director
3	McKinney-Vento	Debbie Killingsworth	SPED Director

Add Line Save

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

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

Add
Save

Delivery of Title I funded supplemental instruction services

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input 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"/>	Delete

Add Save

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

-Regular common assessments leading to interventions
 -Identification and monitoring of priority standards
 -Common scoring expectations and vocabulary for writing
 -K-8 Benchmarking and data analysis
 -Increase use of math manipulatives
 -Supplemental instructional software

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

Description of how strategy/strategies will strengthen

By using common language and expectations, our students are prepared for transitions and become more familiar with these expectations over the course of their elementary experience. Our teacher will become more fluent in the expectations of the standards through consistent reinforcement and will be able to compare apples to apples during data cycles.

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

We offer gifted education services to our students and differentiate within classrooms.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

The use of the RTI and PLC processes ensure that we are regularly monitoring student progress toward proficiency on MLS. Regular data review and comparison allows us to make decisions based on norms.

The support team process ensures that a team of educators is making coordinated decisions when identifying needs and supports.

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

Partnership with Jefferson College for students to earn an AA degree while also earning a HS diploma.

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

The district will provide professional development on the use, analysis, and interpretation of our new benchmarking tool; screening for and responding to students struggling with reading (possibly Dyslexic); and providing trauma-aware information and supports.

As a building, we will focus on supporting our local RTI processes, practicing

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

This is part of our district's strategic plan, and strategies include:

- Upgrading our teacher salary schedule
- Collaboratively developing and conducting a school culture and community survey by building
- Protect PLC time and encourage and support effective collaboration
- Provide an instructional coach (using Title II funds)

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

Describe activities

We meet with the Director and teachers of our Early Childhood Center prior to transitioning. We also offer a pre-K program in our summer school program.

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

- Save All
- Save Comments
- ESEA Plan Home
- School Level Plan Home
- Print Preview

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: rfarrow1

Improving Lives through Education

Ver.