

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](#)

6930 THE SOULARD SCHOOL

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
 Targeted

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

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

The school strives to establish open lines of communication at all levels within the school, and in support of parent/guardian engagement and support. Thus, parents will be informed they are welcome to provide feedback regarding the policy at any time via their preferred form of communication. More formally, parents/guardians are informed and invited to attend a community presentation in conjunction with Curriculum Night(early fall). All attendees will have the opportunity to have input, provide feedback, and come to an agreement regarding the plan. Parents/guardians will sign a written statement confirming they've received the handbook which contains the policy, and agree with the policy. In the event of social distancing, presentations and community meetings will be held virtually.

- 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.

The school strives to establish open lines of communication at all levels within the school, and in support of parent/guardian engagement and support. Thus, parents will be informed they are welcome to provide feedback regarding the program at any time via their preferred form of communication. More formally, parents/guardians are informed and invited to attend a community presentation in conjunction with Curriculum Night(early fall). All attendees will have the opportunity to offer input and provide feedback. In the event of social distancing, all presentations and community meetings will be held virtually.

- 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.

The school strives to establish open lines of communication at all levels within the school, and in support of parent/guardian engagement and support. Thus, parents will be informed they are welcome to provide feedback regarding the policy at any time via their preferred form of communication. More formally, parents/guardians are informed and invited to attend a community presentation in conjunction with Curriculum Night (early fall). All attendees will have the opportunity to offer input and provide feedback. In the event of social distancing, all presentations and community meetings will be held virtually.

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.

In addition to the community presentation during Curriculum Night (early fall), information will be posted on our school website, may be included in school and class newsletters, and may be touched upon during parent/teacher conferences, parent workshops, and in individual conversation. Information about the program will also be in parent/family handbooks.

- 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.

In addition to the community presentation during Curriculum Night (early fall), information will be posted on our school website, may be included in school and class newsletters, and may be touched upon during parent/teacher conferences, parent workshops, and in individual conversation. Information about the program will also be in parent/family handbooks.

- 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/guardians are considered partners in their learners' education. Through open and meaningful dialogue, with added support as needed, parents/guardians will: attend parent-teacher conferences, attend school events such as Curriculum Night (early fall), and permit their learners to participate in necessary activities and support plans as determined by achievement data, attendance, and teacher reports.

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

As engaged partners with parents/guardians, and with a commitment to open and meaningful dialogue, the school will: ensure necessary information and data regarding learning and achievement are shared in accessible and understandable ways during parent/teacher conferences, that information shared at school events such as Curriculum Night (early fall) is accessible and understandable, and activities and support plans are meaningful, based in best practice, and in partnership with parents/guardians.

- ☑ 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.

The school hosts a Curriculum Night each September. This event invites parents/guardians to hear from school leaders regarding curriculum, learning standards, programming and modes of support in a welcoming environment. Parents/guardians will then visit their learners' classrooms where they will receive grade-level information specific to the classroom, and a small forum is held for questions. Free childcare will be provided to facilitate parent attendance.

The school hosts two parent conferences annually, in Trimester 1 (fall) and Trimester 2 (spring) at the end of the first and second trimester of the school year. The Trimester 1 conference is Parent-Teacher, while the Trimester 2 conference is Parent-Teacher-Student, with the student presenting their portfolio of learning for the year, and setting goals for themselves for the final trimester. At each conference, parents are given an opportunity to review their child's progress report with the teacher, as well as view samples of their child's work and discuss his/her academic and social-emotional growth. Additional parent meetings may be scheduled at parent or teacher request to address concerns that arise throughout the school year.

Parents will be surveyed in fall about other tools to strengthen parent-school connections and parent workshops or other events will be developed to meet parent needs.

In the event of social distancing, all presentations, community meetings, and conferences will be held virtually.

- ☑ 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.

Weekly classroom newsletters will provide overviews of learning through the week and include resources and opportunities for home practice in a family dynamic. Materials and training may also be provided on an individual or as-needed basis, and may include behavioral health, developmental markers, or academic engagement/enrichment opportunities.

Parents will be surveyed in fall about other tools to strengthen parent-school connections and parent workshops or other events will be developed to meet parent needs.

- 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.

The school will implement a philosophy of parent/guardian partnership, and build upon a foundation of active parent involvement. All parents/guardians will be encouraged to volunteer at the school and at school events, helping to bring them into the school regularly and build connections with staff, learners and other parents/guardians, creating a true school community. As needed, the school will seek resources from local organizations, agencies and universities to build capacity among the staff for furthering parent engagement.

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.

The school strives to establish open lines of communication at all levels within the school, and in support of parent/guardian engagement and support. Parent/guardians are invited and encouraged to participate actively within the school and in school-sponsored events.

The school will partner with educational and/or developmental experts to offer additional parent education opportunities. The school will establish and share a parent volunteer model, and help facilitate and hold space for an active Parent Association.

- 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](#)

6930 THE SOULARD SCHOOL

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- A comprehensive needs assessment of the entire school has been conducted.

- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/2/2023

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:

As a charter, we offer an option for a different kind of public education to all families in St. Louis City from all demographics. The inclusive model of instruction as well as the multi-tiered systems of support utilized at the Soulard School meet the unique learning needs of all students. The 135 students enrolled for 2022-23 come from 13 different St. Louis City zip codes.

Weaknesses:

As a newer charter school, we are still building information on our student demographics. Thus far, it appears that our demographics do not fully mirror that of our community (smaller number of low income and minority students), but these numbers are increasing annually.

Indicate needs related to strengths and weaknesses:

The Soulard School is still working to build a more diversity within the school, in order to reflect the entire population within the Soulard community. Strategies include improving outreach and streamlining the admissions process.

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:

Fountas & Pinnell reading scores
STAR Assessments (STAR Early Literacy, STAR Math, STAR Reading)
Dibels dyslexia screening

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

Strengths:

As a charter school, we offer an option for families to receive a different type of education with an integrated curricular approach and a low student-teacher ratio. The inclusive model of instruction, as well as the multi-tiered system of supports implemented meet the unique learning needs of all students.

Our MAP data for 2021-22 showed our students' academic performance to be on par with the state as a whole. Our STAR assessments for 2022-23 showed consistent progress, with the number of students at/above grade level in literacy and math.

Weaknesses:

We only have MAP scores for two years (2020-22) so far, and only a few years of STAR data, so patterns are still emerging.

We are still working to build out a robust intervention system for students who are working below grade level, both those with and without diagnosed special education needs.

Students and staff have limited experience with preparing for and taking/administering standardized tests - need to work toward improved preparation and stamina.

Indicate needs related to strengths and weaknesses:

Continue building data sets for both MAP and STAR and analyzing results. Continue building systems for targeted intervention for students working below grade level.

Covid has continued to impact our attendance and continuity of instruction.

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:

We take an integrated curricular approach that provides for deep learning and engagement that prioritizes 21st century skills, including communication, collaboration, and critical thinking. The inclusive model of instruction utilizes the theories and practices of Universal Design for Learning in order to remove barriers to learning and meet the unique learning needs of all students.

The addition of new curriculum materials in 2021-22 in phonics (K-2) and math (K-5) will help build consistency across grade level instruction in these key areas.

Weaknesses:

We are still building teacher capacity in the use of formative/summative assessments, as well as data analysis. Although students are assessed on a tri-annual basis in the areas of math and reading, the data from these assessments needs to be analyzed and used to differentiate instruction.

New curriculum was added in 2021-22 but teachers need to continue to receive training in the new materials to fully implement them.

In surveys, teachers conveyed a need for better understanding of the special education and intervention process.

Indicate needs related to strengths and weaknesses:

Professional development among staff that will provide consistency in the use of formative and summative assessments, and the use of an efficient assessment tool, as well as new curriculum materials and the special education/intervention process. Weekly data teams (introduced in 2021-22) need to be implemented more consistently into the Soulard School model.

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:

The majority of our teachers hold advanced degrees. Many have worked at the school for 5-10 years.

New program introduced in 2021-22 provided extra duty pay for new teacher mentors.

Weaknesses:

Staff demographic does not reflect the demographics of our community, though is improving from when the school converted to charter in 2019-20.

Teacher retention continues to be a concern. New staff will need to be oriented to the school's approach and philosophy.

Indicate needs related to strengths and weaknesses:

Develop and maintain a staff demographic that is more reflective of our community.

Develop robust orientation program for new staff and build out new teacher mentoring program.

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:

The school has an active Parent Association, a strong foundation for parent/guardian volunteerism, and consistent representation at school events, including Curriculum Night and parent/teacher conferences.

On surveys, parents generally say they are happy with the consistent level of communication at the school and classroom level, with weekly school and classroom newsletters.

We have offered a variety of parent education opportunities, as well as childcare for these events.

Weaknesses:

We rely heavily on electronic communication, and weekly newsletters and other whole-community notifications are sent predominantly via email or social media posts. Additionally, different classrooms may use different formats for documenting and communicating learning.

Indicate needs related to strengths and weaknesses:

The purchase of a new student information system will provide additional means of communication with families including a parent portal and SMS text reminders.

School Context and Organization

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

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

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

Strengths:

Our teaching model provides a 1:12 ratio for our students, and our school size allows for all students and families to be known by all staff at a more meaningful level.

Teachers and parents indicate on surveys a strong connection and support for the school's mission and approach.

Weaknesses:

Interpersonal skills around communication between and among teaching teams, and administration.

Need clarity around student behavior expectations and discipline policies that are consistent across classes while taking into account individual student needs.

Indicate needs related to strengths and weaknesses:

Coaching for interpersonal communication.

PD and discussions on school language, student behavior expectations and discipline.

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 | Continue building teacher/administrative knowledge of STAR Assessments - how to analyze data, track student progress, and use test results to differentiate instruction. |
| 2 | Provide additional professional development for staff in areas of literacy and math within a multi-tiered system of support. |

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Amber Nelson	
2	Teacher	Sarah Kate Buckles	
3	Principal	Shenika Bishop	
4	Other School Leaders <input type="checkbox"/>	Sarah Christman	
5	Other School Leaders <input type="checkbox"/>	Eleanor White	
6	Other School Leaders <input type="checkbox"/>	Melissa Sandbothe	
7	Other School Leaders <input type="checkbox"/>	Amy Cross	
Plan Development Meeting Dates			
1	Meeting Date	05/02/2023	

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 I School Improvement (a) ▾	Shenika Bishop	Principal
2	Title II.A ▾	Shenika Bishop	Principal
3	Title IV.A ▾	Shenika Bishop	Principal
4	McKinney-Vento ▾	Kristen Hood	Student Support Coordinator
5	Spec. Ed. Part B Entitlement ▾	Melissa Sandbothe	Special Education Coordinati

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

Delivery of Title I funded supplemental instruction services

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input 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

Differentiated and/or targeted instruction within a multi-tiered support system will provide targeted intervention.

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

Description of how strategy/strategies will strengthen

Ongoing progress monitoring and data meetings with identified staff.

Professional development in full implementation of new curriculum in phonics and math.

Increase the amount of learning time

Extended school year

Before-and/or after-school programs

Summer program

Other

Teaching model of 1:12 will allow for and provide additional opportunity for targeted instruction within core academic areas.

Summer school offered in June to support students with academic needs.

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Support project-based learning within a rigorous academic 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

Differentiated and targeted instruction within in multi-tiered support will provide targeted intervention.

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

Participation in a professional learning community, as well as weekly data team meetings.

Professional development with a focus on data-driven instructional, differentiation, and new curriculum in phonics and math.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B

- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

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

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

- Yes
- No

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

District/LEA Comments

DESE Comments

Email: alaina.downing@dese.mo.gov

Current User: eleanorwhi

Improving Lives through Education

Ver.